


UofSC TPS Project “The Blinding of Isaac Woodard”	
School: R.E. Davis College Preparatory Academy	Author(s): Zach Lowe and Jessica Flowers
Course: South Carolina History	Grade Level(s): 8th Grade
Length of Class: 90 Minutes	Number of Students: 20-30 Students
	
<p>Harter, A. M. (2019). <i>Isaac Woodard: A forgotten story that changed history</i>. Carolina News & Reporter. Retrieved from https://carolinanewsandreporter.cic.sc.edu/isaac-woodard-a-forgotten-story-that-changed-history/.</p>	
Lesson Title:	Lessons from The Blinding of Isaac Woodard
Overview:	This lesson asks students to reflect on the nature of protest in American society. Students will engage in a thorough review of The Blinding of Isaac Woodard and subsequent reactions. This new knowledge will be compared to present-day Civil Rights events and reactions, as students develop a presentation to share with peers. The lesson will culminate in a reflection of the nature of protest moving forward.
Learning Objective:	Students will be able to explain how context influences an individual's right to peacefully protest. Students will be able to analyze how an individual's right to peacefully protest changes over time.
SC Social Studies College and Career-Ready Standards:	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. 8.5.E - Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.
Essential Question:	What conditions promote or prohibit an individual's right to peacefully protest?
Supporting Question(s):	How do individuals create change through civic participation? What happened in the case and what were the reactions to “The Blinding of Isaac Woodard?” How do present day events and reactions compare to those during the event and aftermath of “The Blinding of Isaac Woodard?”

<p>Digital Primary and Secondary Sources:</p>	<p>Albertin, W. (1964). <i>Ken Rice, left, and Stan Brezenoff, dragging crosses ... lead members of Brooklyn CORE on march from Brooklyn to City Hall [photograph]</i>. Library of Congress. Retrieved from http://www.loc.gov/item/96500256/.</p> <p>CBS Interactive, Inc. (2021). <i>Charges lodged against white Army officer seen on video threatening black man, saying he's "in the wrong neighborhood."</i> CBS News. Retrieved from https://www.cbsnews.com/news/jonathan-pentland-arrested-white-army-officer-threatening-black-man/.</p> <p>Chappell, B. (2017). <i>'A Day Without Immigrants' promises a national strike Thursday</i>. NPR. Retrieved from https://www.npr.org/sections/thetwo-way/2017/02/16/515555428/a-day-without-immigrants-promises-a-national-strike-thursday.</p> <p>Columbia SC 63. (2021). <i>History</i>. Columbia SC 63. Retrieved from https://www.columbiasc63.com/history/decade/Pre-1940s/#november-10-1939.</p> <p>DeBisse, J. (1946). <i>Head-and-shoulders portrait of World War II veteran Isaac Woodard with eyes swollen shut from aggravated assault and blinding [photograph]</i>. Library of Congress. Retrieved from https://www.loc.gov/item/2001695633/.</p> <p>Deliso, M. (2021). <i>Timeline: The impact of George Floyd's death in Minneapolis and beyond</i>. ABC News. Retrieved from https://abcnews.go.com/US/timeline-impact-george-floyds-death-minneapolis/story?id=70999322.</p> <p>De Marsico, D. (1964). <i>Incident at 133rd St. and Seventh Ave. last night as Harlem was torn by disorder for second time [photograph]</i>. Library of Congress. Retrieved from http://www.loc.gov/item/2006689553/.</p> <p>De Marsico, D. (1964). <i>The fatal shooting of Powell stirred Negro rioters to race through Harlem streets carrying pictures of Lt. Gilligan [photograph]</i>. Library of Congress. Retrieved from http://www.loc.gov/item/2006689552/.</p> <p>Elliott, D. (2020). <i>5 years after Charleston church massacre, what have we learned?</i>. NPR. Retrieved from https://www.npr.org/2020/06/17/878828088/5-years-after-charleston-church-massacre-what-have-we-learned.</p> <p>Ephron, J. (2021). <i>The blinding of Issac Woodard [film]</i>. PBS. Retrieved from https://www.pbs.org/wgbh/americanexperience/films/blinding-isaac-woodard/#cast_and_crew.</p> <p>Harter, A. M. (2019). <i>Isaac Woodard: A forgotten story that changed history</i>. Carolina News & Reporter. Retrieved from https://carolinanewsandreporter.cic.sc.edu/isaac-woodard-a-forgotten-story-that-changed-history/.</p> <p>Jacobo, J. (2021). <i>A visual timeline on how the attack on Capitol Hill unfolded</i>. ABC News. Retrieved from https://abcnews.go.com/US/visual-timeline-attack-capitol-hill-unfolded/story?id=75112066.</p> <p>Lee, A. (2019). <i>All out SC teacher protest: 10,000 in 'largest gathering of teachers in history of SC.'</i> Greenville News. Retrieved from https://www.greenvilleonline.com/story/news/education/2019/05/01/all-out-sc-teacher-protest-rally-crowds-walkout/3632975002/.</p> <p>Leffler, W. K. (1963). <i>Civil rights leaders meet with President John F. Kennedy in the oval office of the White House after the March on Washington, D.C. [photograph]</i>. Library of Congress. Retrieved from http://www.loc.gov/item/2013648834/.</p> <p>Leffler, W. K. (1963). <i>Civil rights march on Washington, D.C. [photograph]</i>. Library of Congress. Retrieved from http://www.loc.gov/item/2003654393/.</p>
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	<p>Leffler, W. K. (1963). <i>Demonstrators sit, with their feet in the Reflecting Pool, during the March on Washington, 1963</i> [photograph]. Library of Congress. Retrieved from http://www.loc.gov/item/2011648314/.</p> <p>Leffler, W. K. (1965). <i>African American demonstrators outside the White House, with signs "We demand the right to vote, everywhere" and signs protesting police brutality against civil rights demonstrators in Selma, Alabama</i> [photograph]. Library of Congress. Retrieved from http://www.loc.gov/item/2014645538/.</p> <p>Leffler, W. K. (1968). <i>D.C. riot. April '68. Aftermath</i> [photograph]. Library of Congress. Retrieved from http://www.loc.gov/item/2003688168/.</p> <p>Llewellyn Ransom News Features Photos. (1946). <i>African American veteran Isaac Woodard, who was beaten and blinded by police, applying for maximum disability benefits, seated with David Edwards; standing (l to r) Oliver W. Harrington, Edward Nottage, and his mother, Mrs. Isaac Woodard</i> [photograph]. Library of Congress. Retrieved from https://www.loc.gov/item/2001695131/.</p> <p>Office of Public Affairs. (2017). <i>Federal officials decline prosecution in the death of Freddie Gray</i>. The United States Department of Justice. Retrieved from https://www.justice.gov/opa/pr/federal-officials-decline-prosecution-death-freddie-gray.</p> <p>Pettus, P. (1965). <i>The civil rights march from Selma to Montgomery, Alabama in 1965</i> [photograph]. Library of Congress. Retrieved from http://www.loc.gov/item/2003675346/.</p> <p>Ravenna, A. (1956). <i>Holding a poster against racial bias in Mississippi are four of the most active leaders in the NAACP movement, from left: Henry L. Moon, director of public relations; Roy Wilkins, executive secretary; Herbert Hill, labor secretary, and Thurgood Marshall, special counsel</i> [photograph]. Library of Congress. Retrieved from https://www.loc.gov/item/99401448/.</p> <p>Stewart, O. (1946). <i>Eye-gouging cop acquitted</i>. The Afro American. Retrieved from https://news.google.com/newspapers?nid=1532&dat=19461116&id=5ZU8AAAIIBAJ&sjid=uCoMAAAAIIBAJ&pg=3103.4011433.</p> <p>The New York Post (1947). <i>'I want him punished,' blinded vet says</i>. NAACP Papers (Reel 28, Frame 683). Retrieved from http://faculty.uscupstate.edu/amyers/yorkpost.html.</p> <p>Trikosko, M. S. (1963). <i>A. Philip Randolph and other civil rights leaders on their way to Congress during the March on Washington, 1963</i> [photograph]. Library of Congress. Retrieved from http://www.loc.gov/item/2013649707/.</p> <p>Trikosko, M. S. (1963). <i>Marchers with SCLC sign for the Savannah freedom now movement, during the march on Washington, 1963</i> [photograph]. Library of Congress. Retrieved from http://www.loc.gov/item/2013649708/.</p> <p>Waxman, O. B. (2021). <i>How a 1946 case of police brutality against a black WWII veteran shaped the fight for civil rights</i>. Time Magazine. Retrieved from https://time.com/5950641/blinding-isaac-woodard/.</p> <p>Woodard, I. (1946). <i>Affidavit, April 1946</i>. NAACP Papers (Reel 28, Frames 1012-1013). Retrieved from http://faculty.uscupstate.edu/amyers/woodard.html.</p>
<p>Required Classroom Materials:</p>	<p>Chromebooks Projector/Promethean Board Chart Paper (if using print vs. digital) Printed Photographs (if using print vs. digital) Postcards (if using print vs. digital - unlined index cards) All hyperlinked texts, worksheets, guides, etc. (if using print vs. digital) Google Site account Flipgrid account</p>
<p>Classroom Environment:</p>	<p>The classroom should be arranged with students sitting in pairs, to support partner work and reflection at various points throughout the lesson. Space will be required for the photo collection and various anchor charts on wall space throughout the classroom, if these activities are done via print. A table/podium for the culminating presentation will be required. A teacher conference area would be beneficial, to allow the teacher to</p>

Speak with individuals or partners at various points throughout the lesson. Finally, a relatively quiet space for students to record a Flipgrid response will be required.

Approximately what percentage of the time are students doing each of the following?

15%	Independent reading	32%	Independent writing	16%	Independent research
7%	Partner reading	6%	Partner writing	4%	Partner discussion
11%	Whole class discussion	5%	Direct instruction	4%	Peer feedback

Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
30 Minutes	<u>Hook</u> : The teacher will ask students to list individuals who have “changed the world,” as well as the methods that the individual(s) used. The teacher will ask students to engage in a Think-Pair-Share share-out protocol with a partner. The teacher will then solicit responses to create an anchor chart (anchor charts can be developed traditionally with the use of chart paper or digitally via a Google Slide or other platform). After the anchor chart is developed, the teacher will ask students what similarities or differences exist between the individuals and methods. Next, the teacher will play “ How to Change the World ” by Kid President. After the video concludes, the teacher will ask students if they would like to make any additions to their list or if their perspective or thoughts have changed.
60 Minutes:	<u>Transition</u> : The teacher will post this image of Issac Woodard alongside this photo collection from the Civil Rights era and ask students to complete the Library of Congress’ Primary Source Analysis Tool for 2-3 images of their choosing. (The teacher can use the Analyzing Photographs and Prints Teacher’s Guide for sample questions and potential extension activities to facilitate small group and/or whole class discussion after the activity.) This activity can be completed traditionally by printing each image and posting around the room or via a digital tool such as Padlet or Google Docs.
180 Minutes:	<u>Deep Dive</u> : The teacher will post the image of Isaac Woodard again (along with this photo) and explain the backstory of the Blinding of Issac Woodard . The teacher will ask students to read Issac Woodard’s deposition individually and then create a timeline of events based on his account with a partner (if digital, timelines can be created using a tool such as Padlet, Google Sites, or Google Slides). Students will then switch timelines with another pair and use the See-Think-Wonder protocol to reflect on the other pair’s timeline, noticing similarities and differences. The teacher will then engage the whole class in a reflection of findings and record student responses on an anchor chart. The teacher will ask students to read “ Eye-Gouging Cop Acquitted ” (pages 1 and 17) with a partner and answer the following specific, guided questions: 1.) Why does the author discuss the clothing that individuals were wearing? 2.) What does Isaac Woodard

	<p>say happened on Feb. 12, 1946? 3.) What did the police officer do, and why? 4.) What does the author mean when he said the trial was a “foregone conclusion?” After students finish responding to the questions, the teacher will ask students to reflect on what reactions may have come from the trial’s outcome. Teacher will play a segment from the film “The Blinding of Issac Woodard” (requires subscription to PBS Passport) or this free version of the first chapter of the movie. The teacher will then direct students to develop a postcard (if virtual, use a postcard creator or an application like Google Slides) to send to someone, documenting the reaction to the event. The students should choose both a perspective (i.e., law enforcement, politician, radio personality, bystander on the bus, military leader, or Issac Woodard himself) and location (i.e., New York City, Washington D.C., or South Carolina, etc.) from which to write the postcard. Students can use this Time Magazine article to support their analysis.</p>
90 Minutes	<p>Connection to Today: The teacher will read aloud a 1947 New York Post article about Issac Woodard’s reaction to the trial. After this read aloud, the teacher will pose two questions, asking students to respond to one: 1.) While the officer was found not guilty in court, Woodard believes that he should have been punished “good and legal.” Do you agree? Why or why not? 2.) Though the evidence indicated that the officer was guilty, he was found innocent due to flaws in the American justice system. Would you have protested this outcome? If so, how would you have protested? The teacher will direct students to discuss responses with those who answered the same question first, recording similarities or differences. The teacher will then direct students to find someone who answered the other question, encouraging students to reflect on this response’s implication on their own thinking. After these discussions, students will be directed to select one of the following events from recent memory and conduct an analysis regarding the similarities and differences of both the event itself and the reaction to the event from the general population: 1.) the 2015 Mother Emmanuel Tragedy & Confederate flag debate, 2.) the 2020 murder of George Floyd, 3.) the 2021 Ft. Jackson soldier (Jonathan Pentland) assault, 4.) the 2015 death of Freddie Gray, 5.) the January 2021 U.S. Capitol attack, 6.) the #AllOutMay1 2019 teacher protest in Columbia, and 7.) “A Day Without Immigrants” protests in 2017, or other event(s) per teacher discretion or student self-selection (<i>the links that are hyperlinked can be used to begin research; however, the teacher may want to add additional links to build a webquest or allow students to engage in self-directed research</i>).</p>
120 Minutes	<p>Assessment: Students will develop a Google Site for their event of choice, documenting both the event itself and the reaction. The teacher should provide and walk students through the assessment rubric to clarify understanding and expectations. The teacher should facilitate the project’s development, addressing student concerns and asking clarifying questions throughout.</p>
60 Minutes	<p>Share-Out and Reflection: Students will view each other’s Google Sites and record thoughts on this notetaking sheet in preparation for the final reflection. The teacher should facilitate a whole-class discussion after students review each other’s Google Sites. The final reflection will be</p>

conducted via Flipgrid. Students should record a 60-second response to this question: *How does context influence the nature of protest, and what might protest look like moving forward?* Additionally, students should respond to at least two peer responses on Flipgrid, offering feedback, agreement, or disagreement.

Homework for Tomorrow

While this lesson has concluded, subsequent lessons could include continued focus on the Civil Rights movement in South Carolina and the United States, including specific individuals and events throughout the time period of 1940 to present day.

Assessments

This lesson includes several types of assessment, including both formative and summative. Students' prior understanding will be assessed via a Think-Share-Pair, which will equip the teacher to provide individual and whole class feedback and value student approximations through the development of an anchor chart. This feedback process will result in student-driven revisions to the anchor chart, based on the providing of new information and perspectives, illustrating the objective that context influences an individual's right to peacefully protest. Students' completion of the Primary Source Analysis Tool during the analysis of the photo collection will support the development of a deeper understanding of how an individual's right to peacefully protest changes over time. At the conclusion of this formative assessment, the teacher can answer clarifying questions or support student-to-student engagement to provide feedback to one another. Student timelines will demonstrate understanding of the historical events during The Blinding of Isaac Woodard, and each student will receive feedback from a peer and be able to offer explanation of their thinking to the class. The guided questions that correlate to the text "Eye-Gouging Cop Acquitted" will support student understanding of perspective during The Blinding of Isaac Woodard. The development of the postcard will serve as a culminating activity in this portion of the lesson, as students combine their understanding of the historical context with their understanding of perspective in this somewhat summative activity. In building the connection to today, students will respond to formative questions connected to the 1947 New York Post article. These responses will help provide a direction for the teacher to support student understanding of the nature of reaction and causation. Then, the analysis of a recent event of choice will serve as another summative assessment, with feedback provided via a rubric, Flipgrid response, and teacher conference. This culminating activity will weave both objectives together, as students reflect on both the impact of context and time on the ability to peacefully protest.

Learning Extensions

Students could self-select a topic or issue (i.e., abortion, gay rights, immigration, healthcare, etc.) that piques their interest. They can engage in research about the topic and develop a plan of action moving forward, including who they would collaborate with and what actions would be taken (i.e., meeting with legislators, writing letters to community members, protesting at a specific location, etc.). Depending on the nature of the issue/ideas, the teacher could aid the student in accomplishing his or her goal(s).

Adaptations

This lesson could be modified for a range of diverse learners through several approaches. Texts could be re-written at various reading levels or annotations could be provided to select students. An electronic device could also be set up to read the texts orally to select students. Specific pairs could be structured to ensure each student is supported by a peer. Assessment requirements could be shortened for select students (i.e. less images for the photo collection activity, fewer event requirements for the timeline, fewer texts, additional alterations to texts, [cloze/guided notes](#) for texts, etc.). If resources allow, students can have the choice between print or digital options for all lesson activities.