



2023 Historical Research Projects Using National History Day Georgia Primary Source Classroom Activity

Created By	Sally Stanhope Chamblee High School
Title of Activity	The Power of Our Past: Burden or Inspiration?
Overview	Students will apply the 6th, 8th, and 14th Amendments to the case of George Stinney and evaluate contemporary responses to the U.S. legacy of racial justice.
Essential or Investigative Question	How does the legacy of racial violence affect our present?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> ● Grades 9-12 <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> ● English Language Arts ● Government
Time Required	TOTAL # hours: – Broken into two 50-minute increments or one 90-minute block.
Goals	<ul style="list-style-type: none"> ● Students will be able to trace the evolution of the 8th Amendment. ● Students will be able to interpret a primary source and a secondary source to summarize the story of George Stinney. ● Students will be able to evaluate a thesis by drawing evidence from multiple sources. ● Students will be able to evaluate the extent that the government fulfills the 6th, 8th, and 14th Amendments.
Standards	<p>Georgia Standards of Excellence (GSE)</p> <p>Civics/ U.S. Government</p> <ul style="list-style-type: none"> ● SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured. ● SSCG7 Demonstrate knowledge of civil liberties and civil rights. ● SSCG13 Demonstrate knowledge of the operation of the judicial branch of government. <p>U.S. History</p> <ul style="list-style-type: none"> ● SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era. ● SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.
Objectives	<p>By the end of this activity, participants will be able to:</p> <ul style="list-style-type: none"> ● Summarize and apply the 6th, 8th, and 14th Amendments. ● Evaluate the link between lynching and capital punishment using primary and secondary sources as well as qualitative and quantitative evidence.

<p>Digital Resources</p>	<p>Database Source Access Note: Sources that require subscription access will require you to login. If you are a Georgia educator, you can login via your school or local library GALILEO Account.</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> ● Source #1: Hopson, Angleo. <i>George Stinney Jr., Unsung Martyr</i>. 2018. Atlanta University Center Robert W. Woodruff Library. https://glam.auctr.edu/collections/george-stinney-jr-unsung-martyr/. ● Source #2: <i>Button: Kill the Death Penalty Stop Legal Lynching, Burning Spear Support Committee</i>. Georgia State University Library Digital Collection. https://digitalcollections.library.gsu.edu/digital/collection/lgbtq/id/13017. ● Source #3: “LT. Governor Maddox Believes Supreme Court Ruling Death Penalty Unconstitutional Will Lead to an Increase in Crime.” WSB-TV, June 30, 1972. http://dbsmaint.galib.uga.edu/news/clips/wsb.n66818.html. <p>Secondary Sources:</p> <ul style="list-style-type: none"> ● Source #4: Stanford Libraries. “George Stinney.” <i>Say Their Names: Green Library Exhibit Supporting the Black Lives Matter Movement</i>. Stanford University, August 5, 2020. https://exhibits.stanford.edu/saytheirnames/feature/george-stinney. ● Source #5: Equal Justice Initiative. “Death Penalty,” 2023. https://eji.org/issues/death-penalty/. ● Source #6: Death Penalty Information Center. “Enduring Injustice: The Persistence of Racial Discrimination in the U.S. Death Penalty,” September 15, 2020. https://deathpenaltyinfo.org/facts-and-research/dpic-reports/in-depth/enduring-injustice-the-persistence-of-racial-discrimination-in-the-u-s-death-penalty#lynchings-v-executions-interactive-visualization.
<p>Classroom Materials</p>	<ul style="list-style-type: none"> ● Projector ● Access to the Internet

<p>Preparation</p>	<p>Expected Student Background: Students should be familiar with how Jim Crow and lynching functioned as tools to oppress Black Americans, the Bill of Rights and 14th Amendment, and the Supreme Court and appeals process.</p> <p>Background Reading (optional):</p> <ul style="list-style-type: none"> ● Heard, Nailah. “And the Winner Is.” <i>The CAU Panther Newspaper</i>, February 4, 2019. https://clarkatlantapanther.wordpress.com/2019/02/04/and-the-winner-is/. ● Equal Justice Initiative. “Death Penalty,” 2023. https://eji.org/issues/death-penalty/. <p>The following Points of View Reference Center sources will require you to login to your school GALILEO Account to access:</p> <ul style="list-style-type: none"> ● Issitt, Micah L., and Heather Newton. “Death Penalty: Overview.” <i>Points of View: Death Penalty</i>, October 13, 2023, 1–7. https://search-ebSCOhost-com.proxy.library.emory.edu/login.aspx?direct=true&db=pwh&AN=22841133&site=eds-live. ● “Death Penalty: Guide to Critical Analysis.” <i>Points of View: Death Penalty</i>, October 13, 2023, 1–4. https://search-ebSCOhost-com.proxy.library.emory.edu/login.aspx?direct=true&db=pwh&AN=25200537&site=eds-live. ● Bowman, Jeffrey DiLascio, Tracey M. “Counterpoint: The Death Penalty Is Necessary.” <i>Points of View: Death Penalty</i>, October 13, 2023, 1–4. https://search-ebSCOhost-com.proxy.library.emory.edu/login.aspx?direct=true&db=pwh&AN=26612346&site=eds-live. ● Ballaro, Beverly Cushman, C. Ames. “Point: Capital Punishment Should Be Abolished.” <i>Points of View: Death Penalty</i>, October 13, 2023, 1–4. https://search-ebSCOhost-com.proxy.library.emory.edu/login.aspx?direct=true&db=pwh&AN=26612501&site=eds-live. <p>Background Viewing</p> <ul style="list-style-type: none"> ● Callahan, Karen. “George Stinney, Youngest Executed.” StoryCorps, June 30, 2004. https://storycorps.org/stories/george-stinney-youngest-executed/.
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Procedure	<p>[10 minutes]</p> <ul style="list-style-type: none"> • Open with Source #1: Angleo Hopson’s George Stinney Jr. Unsung Martyr. Ask students, <ol style="list-style-type: none"> 1. What do you see? 2. What medium did the artist use? 3. What questions does this painting leave you with? <p>[25 minutes]</p> <ul style="list-style-type: none"> • Students read Source #4: “George Stinney.” They should answer in discussion groups, partners, or individually. Remind students that their writing will be evaluated based on the following rubric. (See page 6). <ol style="list-style-type: none"> 1. Contextualize 1944 when George Stinney’s case occurred. What was going on in the United States? What was going on in the world? 2. Why was George Stinney convicted of murder? How did it affect his family? 3. Why did his family seek to have his conviction overturned? 4. Contextualize 2014. What was going on in the United States? What was going on in the world? 5. Restate the 6th Amendment in your own words. Restate the 8th Amendment in your own words. Restate the 14th Amendment in your own words. 6. Do you agree with the judge’s reasoning? Did South Carolina’s case against George Stinney violate rights other than those ensured by the 6th Amendment? 7. How does the judge’s ruling affect the past, present, and our future? <p>[25 minutes]</p> <ul style="list-style-type: none"> • Review students’ answers. Ensure that you review the following vocabulary, sources, and concepts as you discuss answers. <ol style="list-style-type: none"> 1. Contextualize 1944 when George Stinney’s case occurred. What was going on in the United States? What was going on in the world? <ul style="list-style-type: none"> ■ Jim Crow ■ WWII, Holocaust, Double V Campaign, Japanese Internment ■ Executive Order 8802 ■ Great Migration 2. Why was George Stinney convicted of murder? How did it affect his family? <ul style="list-style-type: none"> ■ All-white jury ■ Racial bias ■ Inadequate counsel ■ Geography ■ To show superficial justice over lynch law 3. Why did his family seek to have his conviction overturned?
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	<p>4. Contextualize 2014. What was going on in the United States? The world?</p> <ul style="list-style-type: none"> ■ Black Lives Matter, 2013 ■ Atkins v. Virginia, 2002 - Supreme Court ruled that states can no longer execute people with intellectual disabilities. ■ Roper v. Simmons, 2005 - Supreme Court ruled that states can no longer execute juveniles under 18. ■ Madison v. Alabama, 2019 - Supreme Court ruled that states can no longer execute people with dementia. <p>5. Restate the 6th Amendment in your own words. Restate the 8th Amendment in your own words. Restate the 14th Amendment in your own words.</p> <p>6. Do you agree with the judge’s reasoning? Did South Carolina’s case against George Stinney violate rights other than those ensured by the 6th Amendment?</p> <p>7. How does the judge’s ruling affect the past, present, and our future?</p> <ul style="list-style-type: none"> ■ Review Source #2: Stop Legal Lynching Button ■ Review who Bryan Stevenson is, the work of the Equal Justice Initiative, including the Peace and Justice Initiative, and then watch Source #5: “Lynching In America: How is Lynching Related to the Death Penalty?” <p>Discuss and then proceed to reflection and assessment.</p>
<p>Assessment/ Reflection</p>	<p>Reflection:</p> <ul style="list-style-type: none"> ● Georgia has been at the forefront of the death penalty debate since 1972, when the Supreme Court ruled that the Georgia death penalty law was unconstitutional. For four years, there were no executions. Some like Georgia Governor Lester Maddox suggested (Source #3) that crime would increase. However, sociologists had little time to determine long-term effects of the abolishment. In 1976 the Supreme Court ruled that Georgia’s new death penalty law was constitutional. Since this period, the death penalty has been a key issue that candidates use to drum up support. As a citizen of a state that practices the death penalty, how do you view it and its effect on your community? How will it affect how you engage politically? ● Source #1: Angleo Hopson’s George Stinney Jr. Unsung Martyr. Hopson painted this in 2018 during his junior year at Clark Atlanta University. He won the Atlanta University Center’s Art Contest, meaning that the painting continues to hang in the library at Clark Atlanta University. Why may he have found it important to raise awareness around George Stinney? Does the meaning of this story change between 2018 and 2023? ● How should our nation engage with our past? <p>Assessment: Evaluate Bryan Stevenson’s thesis, “...capital punishment is the stepchild of lynching” using evidence from George Stinney’s case, the video [Source #5], this pin [Source #2], and this visualization [Source #6].</p>

Rubric

Use this rubric to evaluate students' responses, reflections, and assessments.

Clarity and Precision		
Exemplary 8-10 points	Proficient 4-7 points	Needs Improvement 1-4 points
Inspiring to read because it's written in active voice and has been revised. Precise wording, vocabulary, and definite pronouns.	Easy to read because it's written in active voice and has been revised. Mostly precise wording, vocabulary, and definite pronouns.	Errors in grammar and syntax make comprehension difficult, and greater revision is needed. Repetitive use of imprecise words, lack of vocabulary, and indefinite pronouns.
Comprehension		
Exemplary 8-10 points	Proficient 4-7 points	Needs Improvement 1-4 points
Fully demonstrated that you understood the text, videos, pin, and painting. Synthesized information learned about the Constitution, Jim Crow, lynching, and Americans' demands for civil rights to understand the meaning of George Stinney's case.	Sufficiently demonstrated that you understood the text, videos, pin, and painting. Integrated some prior knowledge of the Constitution, Jim Crow, lynching, and Americans' demands for civil rights to understand the meaning of George Stinney's case.	Partially demonstrated that you understood the text, videos, pin, and painting. Did not apply prior knowledge of the Constitution, Jim Crow, lynching, and Americans' demands for civil rights to understand the meaning of George Stinney's case.
Evidence-Based Argumentation [#2, 3, 6, and 7 as well as the reflection and assessment charge students to take a position and back their assertion with evidence]		
Exemplary 8-10 points	Proficient 4-7 points	Needs Improvement 1-4 points
Fully explains how background knowledge and evidence from text, videos, pin, and painting back your conclusions.	Sufficiently explains how background knowledge and evidence from text, videos, pin, and painting back your conclusions.	Partially explains how background knowledge and evidence from text, videos, pin, and painting back your conclusions.