

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fifth Grade Social Studies.

## **UNIT #8 – “Overcoming the Past: The Age of Civil Rights”**

### **Elaborated Unit Focus**

In this unit, students will understand the impact of the Civil Rights Movement on today’s society. By using the connecting theme of *beliefs and ideals*, the students will learn the reasons why the rights of a group of people should be protected and upheld. The students will use the theme of *individuals, groups, and institutions* to learn about the important people who fought for the right of others. Using the theme of *technological innovations* will help students learn how technology can have both positive and negative impacts on those around them. Finally, to continue the study of economics, students will use the theme of *location* to understand the important decisions that businesses must consider.

### **Standards/Elements**

**SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.**

- a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
- b. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.
- c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- d. Discuss the significance of the technologies of television and space exploration.

**SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.**

- b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

**SS5G1 The student will locate important places in the United States.**

- b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.

**SS5G2 The student will explain the reasons for the spatial patterns of economic activities.**

- b. Locate primary agricultural and industrial locations since the turn of the 20<sup>th</sup> century and explain how factors such as population, transportation, and resources have influenced these areas.

**SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.**

- a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration good during WWII).
- c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).
- e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries).
- f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States.

**SS5E2 The student will describe the functions of four major sectors in the U. S. economy.**

- b. Describe the private business function in producing goods and services.

**SS5E3 The student will describe how consumers and businesses interact in the United States economy across time.**

- a. Describe how competition, markets, and prices influence people's behavior.
- b. Describe how people earn income by selling their labor to businesses.
- c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

### **Enduring Understandings/Essential Questions**

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

***K-5 EU: The student will understand that people's ideas and feelings influence their decisions.***

- Why were American people divided about the Vietnam War?
- How did media and television have an affect on American's perception of the Vietnam War?
- In what ways did the Civil Rights movement change the lives of Americans?
- How was the Civil Rights movement influenced by people's beliefs and ideals?

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

***K-5 EU: The student will understand that conflict causes change.***

- How did the conflict of the Montgomery Bus Boycott create change?
- How did the March on Washington create positive changes in America?

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

***K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.***

- How did Thurgood Marshall help create change for African Americans in his positions as a member of the NAACP and United States Supreme Court?
- Why would others be affected by Rosa Parks' actions during the Civil Rights movement?
- How did Martin Luther King Jr. influence others by his actions?
- How did the assassination of JFK and RFK affect America?
- How did the assassination of Martin Luther King Jr. affect the Civil Rights movement?

**Location:** The student will understand that location affects a society's economy, culture, and development.

***K-5 EU: The student will understand that where people live matters.***

- How does a producer choose where to establish a business?
- Why is location important in determining what business to create?
- How do natural resources available to a location influence the decisions made by the business?

**Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

***K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.***

- How does technology help people?
- How can new technology be harmful to people in the community?
- Why was the invention of the television important to society?
- Why was space exploration so important to the United States?
- How has the United States benefited from the development of new technology since space exploration?

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>After reading information from the textbook, trade books, Our Documents Website, etc. students will complete a flowchart to explain the importance and occurrences surrounding the Cuban Missile Crisis. (attached)</p> <ul style="list-style-type: none"> <li><a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=94#">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=94#</a></li> </ul> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>Read the text(s) and/or other sources aloud in class before students begin to fill in the flow chart using the text as a guide.</li> <li>Assign Peer partners</li> <li>Preselect texts on a variety of reading levels.</li> <li>Complete the activity with a small group of struggling learners.</li> <li>Explain the concept of a flow chart prior to students beginning the activity.</li> <li>Complete the flow chart together on overhead while students complete their own copies at their desks.</li> </ul>	SS5H8a	Constructed Response
<p>Read information about the Vietnam War from student textbook, trade books, and websites.</p> <p><u>Website</u>  <a href="http://www.kidskonnnect.com/content/view/283/27/">http://www.kidskonnnect.com/content/view/283/27/</a></p> <p>Teacher and students will have discussion about the importance of the Vietnam War. Students should focus their discussion on why the United States felt they should get involved with this conflict between countries that did not directly attack U.S. soil. Also, discuss the protest movement that resulted in the decision to become engaged in this conflict. Focus on why our beliefs and ideals about a democratic government influenced the reasons for entering the Vietnam War. After the discussion, students will create “protest” signs that explains the reasons for and beliefs behind fighting in the Vietnam War.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>Use an <a href="#">cause and effect star organizer</a> to record key points highlighted during the discussion about the importance of the Vietnam War</li> <li>Read aloud from texts and books as a springboard for discussion topics</li> <li>Use a <a href="#">pros and cons organizer</a> to help students see both sides of the war, positive and negative</li> </ul>	SS5H8a	Dialogue & Discussion
<p>Students will read about the Civil Rights Movement and watch <i>Rosa Parks and the Civil Rights Movement</i> on United Streaming. Students and teacher may also navigate through several websites. Discuss the importance of each event and individual involved in the Civil Rights Movement. After gaining information, students will make a trading card on a key event or person from the Civil Rights Movement. On an 8 ½ X 11 sheet of paper, students will draw a picture with title on the front of the paper and at least 5 facts about the significance of the</p>	SS5H8b SS5G1b SS5CG3 SS5G1b	Dialogue & Discussion Constructed Response

event or person on the back of the paper. The facts should be directed toward how the event or person influenced the Civil Rights Movement. The teacher will then copy the trading cards to ensure each student has a trading card on each influential event or person from the Civil Rights Movement.

- **Key Events and People**

Brown v. Board of Education (1954)

Montgomery Bus Boycott (*Include U.S. map with Montgomery, AL identified.*)

March on Washington

Civil Rights Act


Voting Rights Act

Thurgood Marshall

Rosa Parks

Martin Luther King, Jr.

- **Example of Trading Card**

<p style="text-align: center; font-weight: bold;">Thurgood Marshall</p> <div style="text-align: center;">  </div> <p style="text-align: center;">“Mr. Civil Rights”</p>	<p style="text-align: center;">Facts: How Thurgood Marshall helped in the Civil Rights Movement</p> <ol style="list-style-type: none"> <li>1. FACT</li> <li>2. FACT</li> <li>3. FACT</li> <li>4. FACT</li> <li>5. FACT</li> <li>6. FACT</li> <li>7. FACT</li> <li>8. FACT</li> <li>9. FACT</li> <li>10. FACT</li> </ol>
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- **Suggested Websites**

Civil Rights Movement

<http://www.infoplease.com/spot/bhmheroes1.html>

<http://www.kidskonnnect.com/content/view/410/27/>

Brown v. Board of Education

<http://brownvboard.org/actvtybk/cover.htm>

Montgomery Bus Boycott

<http://www.montgomeryboycott.com/>

The March on Washington

<http://www.infoplease.com/spot/marchonwashington.html>

Voting Rights Act

[http://www.historylearningsite.co.uk/1965\\_voting\\_rights\\_act.htm](http://www.historylearningsite.co.uk/1965_voting_rights_act.htm)

Thurgood Marshall

[http://myhero.com/myhero/hero.asp?hero=t\\_marshall](http://myhero.com/myhero/hero.asp?hero=t_marshall)

Rosa Parks

<http://myhero.com/myhero/hero.asp?hero=rosaParks>

Martin King Luther, Jr.

<http://www.thekingcenter.org/>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>Assign 1-2 resource options for students, so that they can focus on their choice of topic for the trading card</li> <li>Conduct a whole group session where the major events of the Civil Rights are discussed and documented on a <a href="#">cluster web</a></li> <li>Use as many illustrations and graphic images as possible to help students comprehend the events of the movement.</li> <li>Use a <a href="#">cause and effect organizer</a> to help students analyze the choices made by individuals such as Rosa Parks during the Civil Rights movement.</li> <li>Assign peer partners</li> </ul>		
<p>Teacher and students will read information about the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. from the trade books, textbooks, websites, and other media supports. In small groups, students will compose an editorial for the local newspaper on how the aftermath of these events impacted American society. Students will use a checklist to ensure they included the criteria. (attached)</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>Allow students to use index cards as cue cards for their lines in the skits</li> <li>Give time for students to practice their skits prior to presentation</li> <li>Monitor students to ensure that all students are able to participate equally</li> <li>Use teacher read alouds and discussion to highlight the facts surrounding the assassinations and the impact of each on our society.</li> </ul>	SS5H8c	Constructed Response
<p>Teacher and students will read information from the textbook, trade books, and other media sources about the invention of the television and the beginning of space exploration. Students will be looking for how the television and space exploration significantly impacted America. Students will complete the graphic organizer web to show the impact of both television and space exploration. (attached) When the web is complete, the students will work in pairs to create a pros and cons chart that explains how these two different technological innovations had an impact on society.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>Prior to readings, stimulate thought about modern technologies by asking students to imagine life without television. Ask thought provoking questions such as, “What did people do in the evenings before TV? How were people entertained before television? What kinds of things would you do if you had no TV?”</li> <li>Help students think about space exploration by presenting discussion questions such as, “Why do we need to know what’s in space? Is there anything that we could ever use that we find in space?”</li> </ul>	SS5H8d	Selected Response

<ul style="list-style-type: none"> <li>• Help students make connections between the members of society today and TV and space exploration. Ask questions such as “How much money does it cost to build a space ship? How much money do people spend a year for cable TV? What kinds of laws have had to be put in place to regulate television programming?”</li> <li>• Assign peer partners for completing the graphic organizer.</li> <li>• As material is presented highlight the key points that should be entered on the organizer.</li> </ul>		
<p>After reading information and having a class discussion about voting rights, students will create a timeline showing how the implementation of the 15<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments. (attached) Students may also use an online timeline generator. <a href="http://www.readwritethink.org/materials/timeline/">http://www.readwritethink.org/materials/timeline/</a> Students will then write a paragraph explaining how voting rights were protected over the years. In the paragraph, students should also include why these amendments support the beliefs and ideals of why all citizens should be heard in order to maintain a representative democracy.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> <li>• To stimulate emotion about voting rights. Tell students that you are going to bring some treats in for the class and you want students to vote on what kind of treat to bring. The catch is that only students with a certain physical trait can vote. Choose a trait that does not have racial implications (e.g. only students who have a brother can vote, only students who brought their lunch can vote). As students begin to feel some agitation about not being able to vote, ask inquiry questions such as, “What’s wrong with only letting some students vote? Why should the teacher let everyone vote? Isn’t it okay for a few people to make choices for everyone?”</li> <li>• Provide a <a href="#">paragraph organizer</a> for students to plan their responses</li> </ul>	SS5CG3b	Constructed Response



### **Sample Performance Task**

**Enduring Understanding:**

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**Standards:** SS5H8b, c

**Description:** You have traveled back in time to the days of Civil Rights Movement. You have been given the opportunity to interview one of the influential people you have studied in this unit.

**Task:** Choose a partner for this project. One person will be the interviewer while the other person will be the influential person. If you have a group of three, you could have two interviewers for this project.

**Process:**

1. Choose one of the influential people below.  
 Thurgood Marshall  
 Rosa Parks  
 Martin Luther King, Jr.  
 President John F. Kennedy  
 Robert F. Kennedy  
 Martin Luther King, Jr.
2. All of you will need to research your influential person to determine how the actions of these individuals affected society.
  - Information that you should research includes:
    - What action(s) is this person most noted for?
    - What motivated this person to do this action(s)?
    - Why was this significant?
    - How did this action help or hurt the people around this person?
    - What impact does this action(s) have on people today?
3. You may use the research notes page to help you with your search. (attached) Use at least two different sources for your information.
4. After completing the research, the partners will compile a list of questions for the interview. Remember the questions should reflect how the actions of the individual affected society.
5. The interviewer and influential historical figure will present the interview in front of the class.

**Modifications:**

- Assign partners
- Develop a list of interview questions for each influential person in advance to help students focus on the important facts applicable to their interviews
- Show clips of interviews from television talk shows or news reports.

Map and Globe Skills:

Information Processing Skills:



### Content Rubric for Performance Task

<b>Criteria</b>	<b>Does Not Meet</b>	<b>Needs Improvement</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Describes the role of the influential historical figure in the interview</b>	The role of the influential historical figure is not described correctly. The student does not show an understanding of the historical figures influence on society.	The role of the influential historical figure is described; however, the student does not show an understanding of the historical figures role because the description includes incorrect facts.	The role of the influential historical figure is described correctly.	Correctly describes the role of the chosen influential historical figure. The student also explains how this influential historical figure is important to American history.
<b>Describes the significance of the action(s) taken by the historical figure</b>	The significance of the action taken by the historical figure is not described correctly.	The significance of the action taken by the historical figure is described; however, the student does not show an understanding of the historical figure's role because the description includes incorrect facts.	The significance of the action taken by the historical figure is described correctly.	Correctly describes the significance of the action taken by the historical figure. The student also explains why the actions were important.
<b>Describes what motivated the historical figure's action(s)</b>	The motivation behind the action of the historical figure is incorrectly described.	The motivation behind the action of the historical figure is described; however, the student shows a limited understanding of the motivation because the description includes incorrect facts.	The motivation behind the action of the historical figure is correctly described.	Correctly describes the motivation behind the historical figure's action. The student also explains how others have been motivated by the same reasons as the historical figure.
<b>Explains the impact of the important individual</b>	Uses inaccurate information to explain the accomplishments of the individual. There is no connection between the individual and his impact on society.	Provides a basic explanation of why this individual was important, but fails to connect the full impact on the United States. Some of the explanation may be based on inaccurate information.	Explains the importance of the individual by describing the influence of the person's actions and accomplishments on American society.	Demonstrates a full understanding of the impact of the selected individual. Includes a thoughtful description of how life would be different in American society without the influence of this person.

### **Product Rubric for Performance Task**

<b><u>Criteria</u></b>	<b><u>Does Not Meet</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Meets Expectation</u></b>	<b><u>Exceeds Expectation</u></b>
<b>Clear Speaking Voice</b>	Listener cannot understand most parts of the interview.	Listener has difficulty understanding some parts of the interview.	Listener can clearly understand all parts of the interview.	Listener can clearly understand all parts of the interview. Speaker uses intonation and emphasis to add to the impact of the spoken word.
<b>Appeal to Listeners</b>	The interview seems to make no effort to appeal to listeners. Most listeners would consider the interview dull.	The interview includes important facts but lacks interesting details that would appeal to the listeners.	The interview includes important facts and details that appeal to the listener.	The interview includes important and interesting facts and details as well as special features such as speeches that appeal to the listener.
<b>Organized Presentation</b>	The interview lacks an organizing structure, which makes the information in the interview very confusing.	Organizing structure is inconsistent leading to some confusion in the presentation of information.	Students use appropriate organizing structure that helps to present information clearly.	Student uses an appropriate organizing structure for the information and merges all aspects seamlessly.

### **Resources for Unit**

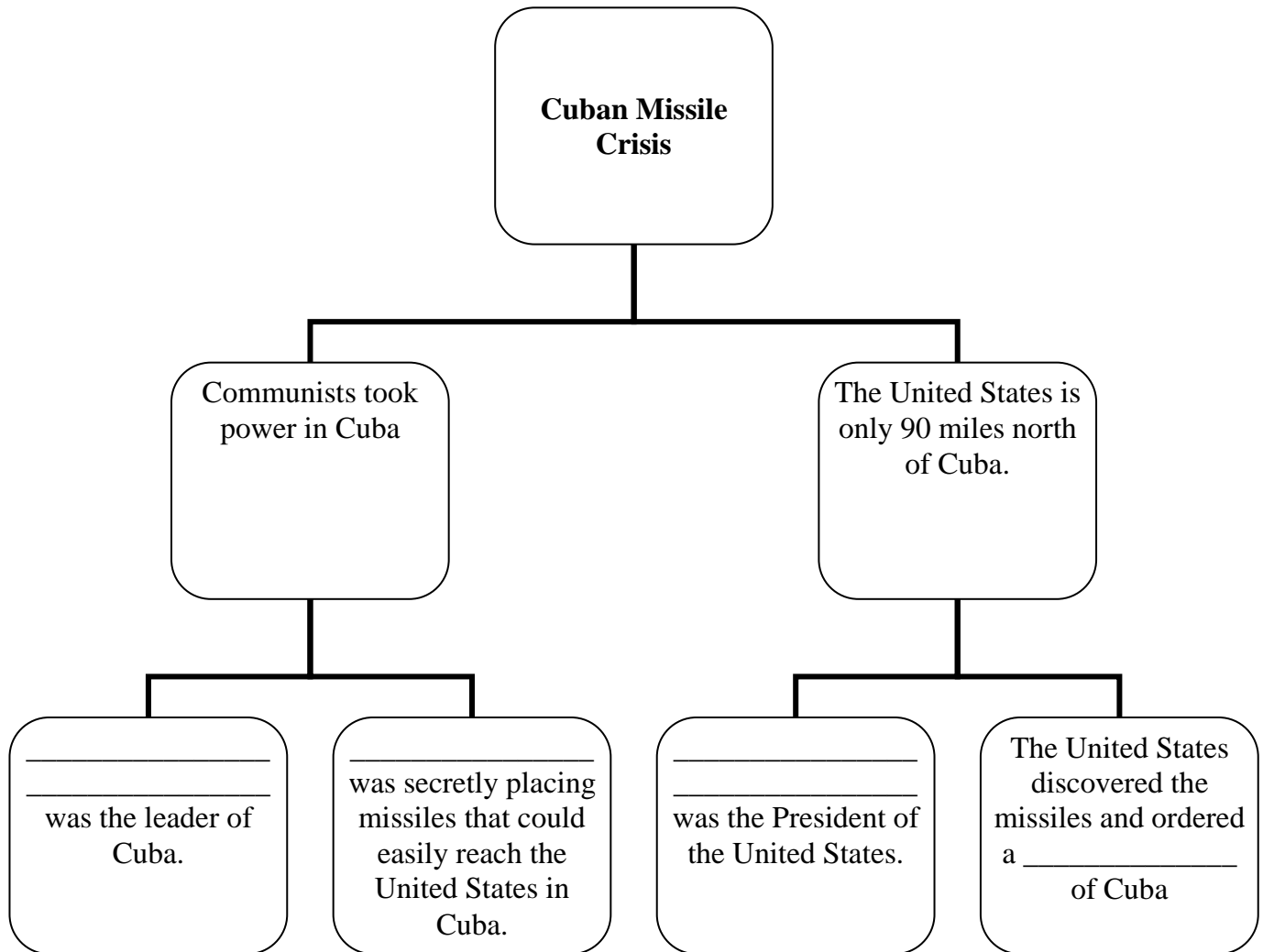
Graphic Organizer-Web  
[http://www.eduplace.com/graphicorganizer/pdf/cluster\\_web3.pdf](http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf)

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## Cuban Missile Crisis Flow Chart

Directions: Complete the flowchart about the Cuban Missile Crisis using your textbook, trade books, and the website below.

<http://www.ourdocuments.gov/doc.php?flash=true&doc=94#>



## Assassinations of Influential Leaders

Directions: Chose John F. Kennedy, Robert F. Kennedy, or Martin Luther King Jr. and write an editorial piece for the local paper to show how the assassination of your chosen leader affected American society.

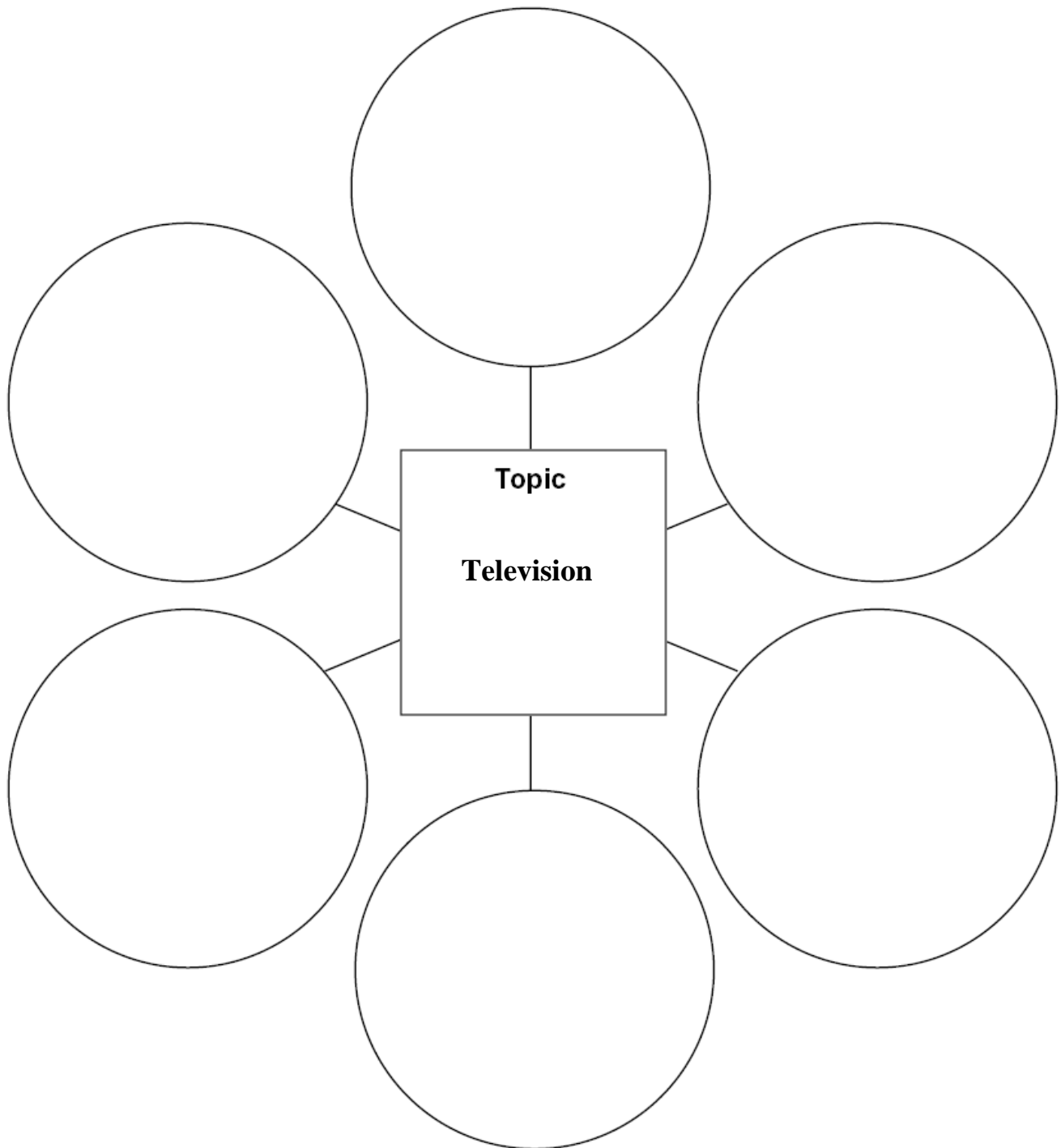
Be sure answer the following questions in your skit.

- ☒ Why was the leader assassinated?
- ☒ How did the American citizens react?
- ☒ How did the economy change due to the tragic death of this leader?
- ☒ How did the assassination effect people's political beliefs?
- ☒ What challenge(s) faced the American society due to this assassination?

Byline: \_\_\_\_\_

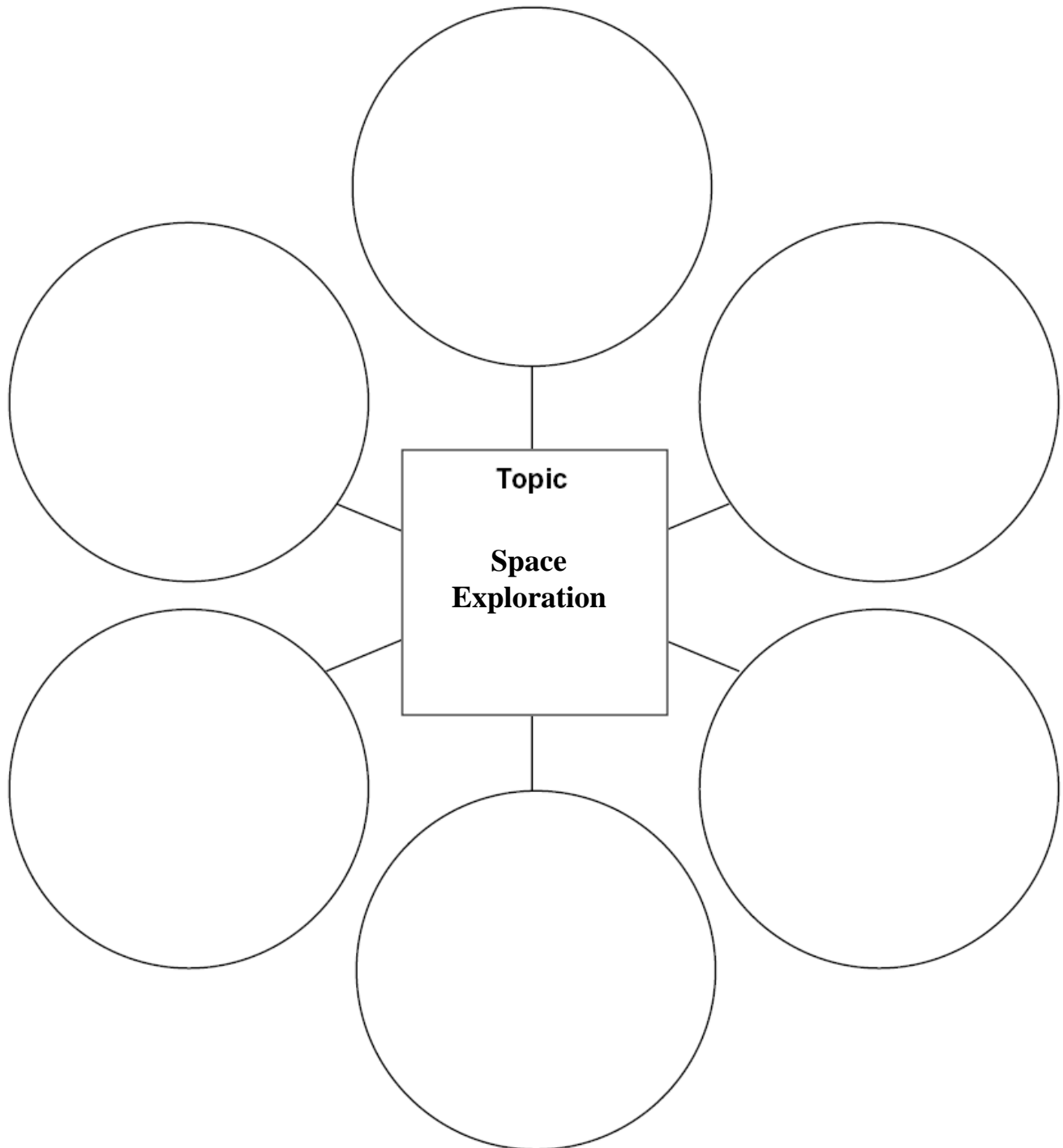
[illegible][illegible]

Directions: Complete the web below. Include information that shows how the invention of the television was significant to America.



[http://www.eduplace.com/graphicorganizer/pdf/cluster\\_web3.pdf](http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf)

Directions: Complete the web below. Include information that shows how space exploration was significant to America.



[http://www.eduplace.com/graphicorganizer/pdf/cluster\\_web3.pdf](http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf)



### Voting Rights Timeline

Directions: Create a timeline showing the implementation of the 15<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments. Include the date the amendment was ratified and explanation of each amendment.

Voting Rights	
Amendment/Date	Explanation of Amendment
15 <sup>th</sup> Amendment— _____ (DATE)	
19 <sup>th</sup> Amendment— _____ (DATE)	
23 <sup>rd</sup> Amendment— _____ (DATE)	
24 <sup>th</sup> Amendment— _____ (DATE)	
26 <sup>th</sup> Amendment— _____ (DATE)	