

Garton, Elizabeth: The Civil Rights Movement and My Place in It

Grade Level: 5th Grade

Subject Area: ELA

Duration/Length/Number of class periods: 3-4 Weeks

Description: Students will study the rise of the civil rights movement beginning with a background on the history of the US Constitution and the Declaration of Independence, Voting Rights, Desegregation, Citizenship, Immigration, and the iconic figures of those movements (US Founding Fathers, MLK, Jr., Dred Scott, LBJ, Thurgood Marshall, Ruby Bridges, Jackie Robinson and the Dodgers organization, Langston Hughes, Walt Whitman, Mark Twain, Barack Obama, John Lewis, Bryan Stevenson, and more per student's interest.

Established Goals (National, State, Local):

ELA 5.6.7.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELA 5.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.

CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ISTE 6C Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE 6D Students publish or present content that customizes the message and medium for their intended audiences.

ISTE 7B Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE 7C Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

ISTE 7D Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

What Enduring Understandings are desired?

Social justice fight is a reality of our times today even years after the Civil Rights movement for "All men are created equal."

Voting rights laws are still being fought today in our government and in the streets, magnified by social media.

Laws turn into politics in our country that affect all walks of life, especially for people of color.

The worldwide web and social media have been a boon and a bane in our society, locally, statewide, nationwide, and globally.

Our US Constitution is in the ups and downs of our daily lives.

What Essential Questions will be considered?

Why do laws continue to evolve?

How do laws affect the social conflicts of today? What is institutional racism?

Is there something I can do to ensure that our laws are upheld and our actions are protected by our constitution?

Does the US Constitution and the Declaration of Independence protect my rights for all intents and purposes?

Who gets to benefit the most from the laws that are written?

How did laws local, statewide, and national affect my life as a person of color.

How did or will the pandemic and the George Floyd incidents affect my way of life and that of my family and community?

Students will know / be able to/I can statements:

I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic using technology tools.
 I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (narrative and poetry).
 I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent, and determine the main idea and supporting details of each selection.
 I can use and manipulate technology tools that are available to write my paper and create a presentation with full images and sound in a video production that can be shared digitally.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
<p>This is an introductory unit to our year-long study of intercultural/multicultural pieces of literature via essays, poetry, art, music, and dance. We begin with the Civil Rights movement aligned with the rest of the year’s units of study. We collaborate with the art teacher (Harlem Renaissance), participate in the dance program with the Cowles’ Center for the Arts, and our music teacher (Afro music through drumming, jazz, and blues). Most importantly, we will delve into finding guests that will inform our class on social justice/school to prison pipeline (civil rights) movement as real time examples of how laws evolved through the years and the immediate needs of the times we live in.</p> <p>Week 1, Day 1 Read and discuss I can statements and standards briefly. Play intro video to highlight essential question from <u>Unit 1, The US Constitution, Then and Now</u> of Benchmark Advance. Discussion Circle follows using Visual Thinking Skills Strategies: 1. Take a moment to think. Walk your mind in the images you saw and heard. 2. What did you see? What did you hear? 3. Tell me more. 4. Turn and talk. Play <u>Ruby Bridges</u> from www.Flocabulary.org Use Jamboard in their Chrome to solicit comments, thoughts, and feelings quietly. No discussions for now. Just absorbing the events in and around <u>Ruby Bridges..</u> Use Notes to create Journal Writing, Day 1 Journal on their iPad or Chrome. Hold on to those thoughts for review and revisit after we learn about how laws are written and re-written.</p>			x				

<p>Begin reading or listening to the writing of the Constitution by logging into Clever and accessing Benchmark Advance. Annotate as you read or listen. Include your own comments or thoughts in your notes</p> <p>Mini-lesson on research writing</p> <p>Homework: Start brainstorming notes in your journal about topics you may want to explore.</p> <p>Final thought of the day: One word note to describe your feelings to share.</p> <p>Days 2-5: Repeat of above until we finish all of the selections in Unit 1, The US Constitution, Then and Now.</p> <p>Utilize formative assessments stated above each day found online.</p> <p>Day 5: Note taking on all the characters/people mentioned in the unit: Founding Fathers, Dred Scott, Susan B. Anthony, Thurgood Marshall, LBJ, MLK, Jr. etc. and the authors of the poems for possible subject/topic ideas to research.</p> <p>Summative assessment administered online using a) ReadWorks.org to test knowledge gained in determining main idea, supporting details, and theme.</p> <p>b. Benchmark Advance Unit 1, Week 1 test online and /or on paper for emphasis on the use of text evidence to support answers.</p> <p>When finished early,</p> <p>c. Email teacher about your possible research topic (3 subjects of your own choice, rating them 1 to 3)</p> <p>d.) Open our Google Classroom for video instructions and lessons on research paper writing and/or extended activities assigned for Benchmark Advance Unit 1</p> <p>Week 2 Topic: Promises to Keep by Sharon Robinson to discuss the life of Jackie Robinson during segregation and Jim Crow time periods in America.</p> <p>There will be several research and use of youtube resources about 42, the Dodgers, Branch Rickey, Pee-wee Reese, how African Americans were marginalized at that time and today and how 42 rose above it till the day he died and his legacy passed on to his children and wife.</p> <p>Students keep in mind and notes that there are several topics and people in the book that could be possible research subjects. Brainstorm in class jamboard.</p> <p>Assessments: Kahoot!, Quizlet, supplemental resources found online</p> <p>www.readworks.org</p> <p>Possible pair or group project: Create a class assessment online using Google Forms.</p> <p>Weeks 3-4 topic: Begin novel unit: <u>In the Year of the Boar and Jackie Robinson</u> by Bette Bao Lord</p> <p>Introduce as segue into social justice reform from Unit 1 of Benchmark Advance to include immigration, racism, and discrimination, bullying of people of color, Pledge of Allegiance, citizenship (compare with Dred Scott's experience). Have students google prominent young activists (such as Malala Yousuf, Greta Thunberg, John Lewis, gun control movement, etc). Have students go over their Science textbooks</p>							
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<p>also that highlight young activists for animals and the environment. Take notes in their journal about what they learned and what they think about the cause/s they are researching.</p> <p>Follow the same use of technology for formative and summative assessments. Get kids to find cooperative learning strategies online then form their groups to read together and do Book Talks with their own group leader and note taker of their choice to guide their annotations on their notes or jamboards. Find ways to create artifacts of their activity and present to class afterward during share time.</p> <p>Unit extensions: 1. Collaborate with P.E. teacher (baseball), Art teacher (Harlem Renaissance and Chinese Art, Music (music during Jackie Robinson's time, the 60's, African American music genre), Dance with Cowles' Center - afrocentric and hip-hop, how dance tells stories of social justice.</p> <p>2. Food and culture project with ELL teacher: How the south in America and the Chinese celebrate.</p> <p>3. Presentation of research papers (parents invited and possible social justice speakers) to include emphasis on what social justice cause will students undertake and why? What did they learn from this unit (which we will explore year round.</p>							
<p>Observations, one on one, paired and group assignments will be instituted via break out rooms (if DL) and/or rotation stations</p> <p>Multiple Response Strategies: KahootIt, Jamboard, QuizLet</p>	x						
<p>Surveys</p>	x	x					
<p>Supplemental materials online (www.ReadWorks.org www.prepdog.org, www.Flocabulary.com Teacher Resources, Benchmark Advance Assessment Tools</p>		x					

Materials, tools and resources: Benchmark Advance, Unit 1: The US Constitution: Then and Now, Flocabulary, youtube, Readworks.org, KahootIt (<https://create.kahoot.it/auth/login?next=/kahoots/my-kahoots>, iMovie, Google Slides, Visual Thinking Skills (<https://vtshome.org/curriculum/>), Promises to Keep by Sharon Robinson, In the Year of the Boar and Jackie Robinson by Bette Bao Lord; Benchmark Advance (<https://mpls.benchmarkuniverse.com/?>)

Unit Plan Author: Beth Garton, Cityview Community School

Additional credit given to: Cityview Community School Clever Platform of resources