

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 5th Social Studies Course.

5 <sup>th</sup> Grade Social Studies - Unit 8 - The Civil Rights Address Civil Wrongs	
<b>Elaborated Unit Focus</b>	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 rights 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.
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <p>K-5 EU: The student will understand that people’s ideas and feelings influence their decisions.</p> <p>In what ways did the Civil Rights movement change the lives of Americans?</p> <p>How was the Civil Rights movement influenced by people’s beliefs and ideals?</p> <p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <p>K-5 EU: The student will understand that conflict causes change.</p> <p>How did the conflict of the Montgomery Bus Boycott create change?</p> <p>How did the March on Washington create positive changes in America?</p> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>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.</p> <p>How did Thurgood Marshall help create change for African Americans/Blacks in his positions as a member of the NAACP and United States Supreme Court?</p> <p>Why would others be affected by Rosa Parks’ actions during the Civil Rights movement?</p> <p>How did Martin Luther King, Jr., influence others by his actions? How did the assassination of JFK and RFK affect America?</p>

5th Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>How did the assassination of Martin Luther King Jr. affect the Civil Rights movement?</p> <p>Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</p> <p>K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.</p> <p>How does technology help people?</p> <p>Why was the invention of the television important to society?</p> <p>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?</p>
<p><b>GSE for Social Studies (standards and elements)</b></p>	<p>SS5H6 Describe the importance of key people, events, and developments between 1950- 1975.</p> <p>a. Analyze the effects of Jim Crow laws and practices.</p> <p>b. Explain the key events and people of the Civil Rights movement: 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, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p> <p>c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.</p> <p>d. Discuss the significance of the technologies of television and space exploration.</p>
<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify issues and/or problems and alternative solutions</li> <li>• identify and use primary and secondary sources</li> <li>• interpret timelines</li> <li>• draw conclusions and make generalizations</li> <li>• analyze graphs and diagrams</li> <li>• identify social studies reference resources to use for a specific purpose</li> <li>• analyze artifacts</li> </ul>
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<h2 style="text-align: center; background-color: #003366; color: white; padding: 5px;">Essential Questions and Related Supporting/Guiding Questions</h2>	
<p><b>Essential Question 1</b></p>	<ol style="list-style-type: none"> <li>1. How did the Civil Rights movement change America?                             <ol style="list-style-type: none"> <li>a. What events made up the Civil Rights movement?</li> <li>b. Why did important Civil Rights figures think a change needed to be made?</li> </ol> </li> </ol>
<p><b>Essential Question 2</b></p>	<ol style="list-style-type: none"> <li>2. Why is it important to treat people equally?                             <ol style="list-style-type: none"> <li>a. How were other people treated unfairly?</li> <li>b. What did people and the government do to help create equality?</li> </ol> </li> </ol>



## Sample Instructional Activities/Assessments

### Jim Crow

**Description –**

1. Break the students into groups and hand out one set of Jim Crow Laws sheet for each group.
2. Have the groups analyze the Jim Crow laws using the Jim Crow question sheet.
3. Have a spokesperson from each group share the group’s answers with the class.
4. Discuss the different answers as a class.
5. Display one or all of the images in the powerpoint.
6. After viewing the image(s), have the students write how the image(s) display Jim Crow laws.

**Differentiation:**

As an extension students can watch the FREE Brainpop video on Jim Crow laws: <https://www.brainpop.com/socialstudies/thelaw/jimcrow/> and take the quiz afterward.

<b>GSE Standards and Elements</b>	SS5H6 Describe the importance of key people, events, and developments between 1950- 1975. a. Analyze the effects of Jim Crow laws and practices.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  Information Processing Skills: <ul style="list-style-type: none"> <li>• draw conclusions and make generalizations</li> </ul>

Information below was accessed at: Martin Luther King, Jr., National Historical Park – Jim Crow Laws [https://www.nps.gov/malu/learn/education/jim\\_crow\\_laws.htm](https://www.nps.gov/malu/learn/education/jim_crow_laws.htm)

From the 1880s into the 1960s, a majority of American states enforced segregation through "Jim Crow" laws (so called after a black character in minstrel shows). From Delaware to California, and from North Dakota to Texas, many states (and cities, too) could impose legal punishments on people for consorting with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated. Here is a sampling of laws from various states.

Nurses: No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed. *Alabama*

Buses: All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races. *Alabama*

Railroads: The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs. *Alabama*

Restaurants: It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. *Alabama*

Pool and Billiard Rooms: It shall be unlawful for a negro and white person to play together or in company with each other at any game of pool or billiards. *Alabama*

Toilet Facilities, Male: Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities. ***Alabama***

Intermarriage: The marriage of a person of Caucasian blood with a Negro, Mongolian, Malay, or Hindu shall be null and void. *Arizona*

Intermarriage: All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited. *Florida*

Education: The schools for white children and the schools for negro children shall be conducted separately. *Florida*

Juvenile Delinquents: There shall be separate buildings, not nearer than one fourth mile to each other, one for white boys and one for negro boys. White boys and negro boys shall not, in any manner, be associated together or worked together. *Florida*

Mental Hospitals: The Board of Control shall see that proper and distinct apartments are arranged for said patients, so that in no case shall Negroes and white persons be together. *Georgia*

Intermarriage: It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void. *Georgia*

Barbers: No colored barber shall serve as a barber [to] white women or girls. *Georgia*

Burial: The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. *Georgia*

Restaurants: All persons licensed to conduct a restaurant, shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license. *Georgia*

Amateur Baseball: It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race. *Georgia*

Parks: It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons...and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. *Georgia*

Wine and Beer: All persons licensed to conduct the business of selling beer or wine...shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room at any time. *Georgia*

Reform Schools: The children of white and colored races committed to the houses of reform shall be kept entirely separate from each other. *Kentucky*

Circus Tickets: All circuses, shows, and tent exhibitions, to which the attendance of...more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. *Louisiana*

Housing: Any person...who shall rent any part of any such building to a negro person or a negro family when such building is already in whole or in part in occupancy by a white person or white family, or vice versa when the building is in occupancy by a negro person or negro family, shall be guilty of a misdemeanor and on conviction thereof shall be punished by a fine of not less than twenty-five (\$25.00) nor more than one hundred (\$100.00) dollars or be imprisoned not less than 10, or more than 60 days, or both such fine and imprisonment in the discretion of the court. *Louisiana*

The Blind: The board of trustees shall...maintain a separate building...on separate ground for the admission, care, instruction, and support of all blind persons of the colored or black race. *Louisiana*

Intermarriage: All marriages between a white person and a negro, or between a white person and a person of negro descent, to the third generation, inclusive, or between a white person and a member of the Malay race; or between the negro and a member of the Malay race; or between a person of Negro descent, to the third generation, inclusive, and a member of the Malay race, are forever prohibited, and shall be void. *Maryland*

Railroads: All railroad companies and corporations, and all persons running or operating cars or coaches by steam on any railroad line or track in the State of Maryland, for the transportation of passengers, are hereby required to provide separate cars or coaches for the travel and transportation of the white and colored passengers. *Maryland*

Education: Separate schools shall be maintained for the children of the white and colored races. *Mississippi*

Promotion of Equality: Any person...who shall be guilty of printing, publishing or circulating printed, typewritten or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine or not exceeding five hundred (500.00) dollars or imprisonment not exceeding six (6) months or both. *Mississippi*

Intermarriage: The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood, shall be unlawful and void. *Mississippi*

Hospital Entrances: There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared. *Mississippi*

Prisons: The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. *Mississippi*

Education: Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. *Missouri*

Intermarriage: All marriages between...white persons and negroes or white persons and Mongolians...are prohibited and declared absolutely void...No person having one-eighth part or more of negro blood shall be permitted to marry any white person, nor shall any white person be permitted to marry any negro or person having one-eighth part or more of negro blood. *Missouri*

Education: Separate rooms [shall] be provided for the teaching of pupils of African descent, and [when] said rooms are so provided, such pupils may not be admitted to the school rooms occupied and used by pupils of Caucasian or other descent. *New Mexico*

Textbooks: Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. *North Carolina*

Libraries: The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals. *North Carolina*

Militia: The white and colored militia shall be separately enrolled, and shall never be compelled to serve in the same organization. No organization of colored troops shall be permitted where white troops are available, and while white permitted to be organized, colored troops shall be under the command of white officers. *North Carolina*

Transportation: The...Utilities Commission...is empowered and directed to require the establishment of separate waiting rooms at all stations for the white and colored races. *North Carolina*

Teaching: Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense. *Oklahoma*

Fishing, Boating, and Bathing: The [Conservation] Commission shall have the right to make segregation of the white and colored races as to the exercise of rights of fishing, boating and bathing. *Oklahoma*

Mining: The baths and lockers for the negroes shall be separate from the white race, but may be in the same building. *Oklahoma*

Telephone Booths: The Corporation Commission is hereby vested with power and authority to require telephone companies...to maintain separate booths for white and colored patrons when there is a demand for such separate booths. That the Corporation Commission shall determine the necessity for said separate booths only upon complaint of the people in the town and vicinity to be served after due hearing as now provided by law in other complaints filed with the Corporation Commission. *Oklahoma*

Lunch Counters: No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter. *South Carolina*

Child Custody: It shall be unlawful for any parent, relative, or other white person in this State, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give or surrender such white child permanently into the custody, control, maintenance, or support, of a negro. *South Carolina*

Libraries: Any white person of such county may use the county free library under the rules and regulations prescribed by the commissioners court and may be entitled to all the privileges thereof. Said court shall make proper provision for the negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by [a] custodian of the negro race under the supervision of the county librarian. *Texas*

Education: [The County Board of Education] shall provide schools of two kinds; those for white children and those for colored children. *Texas*

Theaters: Every person...operating...any public hall, theatre, opera house, motion picture show or any place of public entertainment or public assemblage which is attended by both white and colored persons, shall separate the white race and the colored race and shall set apart and designate...certain seats therein to be occupied by white persons and a portion thereof , or certain seats therein, to be occupied by colored persons. *Virginia*

Railroads: The conductors or managers on all such railroads shall have power, and are hereby required, to assign to each white or colored passenger his or her respective car,



coach or compartment. If the passenger fails to disclose his race, the conductor and managers, acting in good faith, shall be the sole judges of his race. *Virginia*

Intermarriage: All marriages of white persons with Negroes, Mulattos, Mongolians, or Malaya hereafter contracted in the State of Wyoming are and shall be illegal and void. *Wyoming*

Group Members:

Date:

Jim Crow Laws

What is your group's reaction to these Jim Crow laws?

Do you think these laws are fair? Why or why not?

What races or nationalities do these laws discriminate against?

What 2 or 3 Jim Crow laws do you think are most unfair? Why?

Do you think these laws have changed? Why and how?

Brown v. Board of Education

Description –

1. Show the following video: <http://www.history.com/topics/black-history/civil-rights-movement/videos/separate-but-not-equal> and have students answer the following two questions: “What was the court case about?” and “Why was the court case important?”  
*Note that this website shows ads.*
2. Have students share their answers.
3. Next pair up the students and have them read the excerpts below from the court’s opinion and answer the two questions that follow.
4. Afterward have the students go to the following website: <https://www.icivics.org/games/argument-wars>
5. Students **do not** need to register to play the game.
6. Have the students choose the Brown v. Board of Education case and play the game to learn more about the case (The teacher should preview the game and go over how to play before having the students play.)
7. Finally, pose the following question to students: “How would your school be different if the Brown v. Board of Education case was lost?”
8. Have students write responses.
9. Share some of the responses at a later time.

Another resource to consider – Share the powerful picture book – *Remember: The Journey to School Integration* by Toni Morrison, in which black and white photographs of segregated and integrated classrooms tell a story all their own. The photos would make a great writing prompt for narrative writing, having your students write a story from the perspective of someone in the photo.

**Differentiation:**

Pause/replay the video as needed or provide a transcript of the video.

<p><b>GSE Standards and Elements</b></p>	<p>SS5H6 Describe the importance of key people, events, and developments between 1950- 1975.</p> <p>b. Explain the key events and people of the Civil Rights movement: 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, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify and use primary and secondary sources</li> <li>• draw conclusions and make generalizations</li> <li>• identify issues and/or problems and alternative solutions</li> </ul>

**Excerpts from the Brown v. Board of Education Decision**

“To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case by a court which nevertheless felt compelled to rule against the Negro plaintiffs: Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn.”

“We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.”

After reading the above, what are two reasons that the court decided that segregation of schools is wrong?

What amendment does the court also state that the segregation of schools violates?

### Montgomery Bus Boycott

**Description –**

1. Show the urgent need attached document and have students identify at least three needs that the African-American or Black community are voicing.
2. Show the following video: <http://www.history.com/topics/black-history/rosa-parks> and have students answer the following questions as they watch: “Where did this event take place?” “What did Rosa Parks do?” & “Why was this event important?” *Note that there are ads on this site.*
3. Have students get into small groups to share answers and then have a group spokesperson from each group share their overall group answer.
4. Tell students that the Rosa Park’s defiance in giving up her bus seat led to the boycott of the Montgomery Bus system.
5. Ask students how people would get to work if they didn’t have transportation and needed to take a bus.
6. Have students work in a small group to come up with a list of responses.
7. Discuss the responses of the groups with the class and point out any other ways they may not have thought about.
8. Hand out the integrated buses document to the groups.
9. Have them decide if the bus boycott worked and why this document was sent out to people. Also have them decide who was the author of the letter.

**Differentiation:**

Replay or pause the video.

<b>GSE Standards and Elements</b>	SS5H6 Describe the importance of key people, events, and developments between 1950- 1975 b. Explain the key events and people of the Civil Rights movement: 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, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently Information Processing Skills: <ul style="list-style-type: none"> <li>• identify and use primary and secondary sources</li> <li>• draw conclusions and make generalizations</li> </ul>

NEGROES' MOST URGENT NEEDS

FOLLOWING ARE A FEW OF THE MOST URGENT NEEDS OF OUR PEOPLE. IMMEDIATE ATTENTION SHOULD BE GIVEN EACH OF THESE. WHAT IS YOUR STAND TOWARD THEM?

1. The present bus situation. Negroes have to stand over empty seats of city buses, because the first ten seats are reserved for whites who sometime never ride. We wish to fill the bus from the back toward the front until all the seats are taken. This is done in Atlanta, Georgia, Mobile, Alabama and in most of our larger southern cities.
2. Negro Representation on the Parks and Recreation Board. Our parks are in a deplorable condition. We have protested, yet nothing has been done toward improving them. Juvenile delinquency continues to increase. In many instances these children are not responsible. The city is. Nobody knows better than Negroes what their needs are.
3. Sub-division for housing. Just recently a project for a sub-division for Negroes was presented before the City Commission for approval. Protests from whites and other objections prevented the development. There is no section wherein Negroes can expand to build decent homes. What of Lincoln Heights?
4. Jobs for qualified Negroes. Certain civil service jobs are not open to Negroes, yet many are qualified. Negroes need jobs commensurate with their training. Everybody cannot teach.
5. Negro representation on all boards affecting Negroes. Negroes are taxpayers; they are property owners or renters. They constitute about forty-six percent of the city's population. Many boards determine their destinies without any kind of representation whatsoever. Only Negroes are qualified to represent themselves adequately and properly.
6. Congested areas, with inadequate or no fireplugs. Fire hazards are inviting.
7. Lack of sewerage disposals makes it necessary to resort to out-door privies, which is a health hazard.
8. Narrow streets, lack of curbing, unpaved streets in some sections. Immediate action should be taken on this traffic hazard.

Gentlemen, what is your stand on these issues? What will you do to improve these undemocratic practices? Your stand on these issues will enable us to better decide on whom we shall cast our ballot in the March election.

Very truly yours,  
Montgomery Negroes

November 19, 1956

INTEGRATED BUS SUGGESTIONS

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be re-boarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept goodwill on the part of many.
2. The whole bus is now for the use of all people. Take a vacant seat.
3. Pray for guidance and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm dignity of our Montgomery people in your actions.
5. In all things observe ordinary rules of courtesy and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag!
7. Be quiet but friendly; proud, but not arrogant; joyous, but not boisterous.
8. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend.

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. Assume that he will cooperate in helping you occupy any vacant seat.
2. Do not deliberately sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say "May I" or "Pardon me" as you sit. This is a common courtesy.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and goodwill at all times.
5. In case of an incident, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose non-violence you have confidence. You can uphold one another by a glance or a prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the oppressor and use moral and spiritual force to carry on the struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving reconciliation and social change.
9. If you feel you cannot take it, walk for another week or two. We have confidence in our people. GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION  
THE REV. M. L. KING, JR., PRESIDENT  
THE REV. W. J. POWELL, SECRETARY

Civil and Voting Rights Acts

Description –

1. Hand out the following literacy test: <http://static.oprah.com/images/o2/201412/LA-literacy-test.pdf>. Tell students to read the directions and that they have 10 minutes to complete the test.
2. After about 5 minutes you can stop the students.
3. Ask students how they felt as they took they test. Also ask the students if they think the test is fair – why or why not?
4. Discuss as a class.
5. Next show the poll tax image in the unit powerpoint and have the students use the image analysis sheet to make observations.
6. Have students share their observations with a partner and then with the class
7. Ask the students that if these practices are considered unfair how could they be stopped?
8. List responses from the students.
9. Read from the Civil Rights Act of 1964 at <https://www.archives.gov/education/lessons/civil-rights-act> and the Voting Rights Act <https://www.ourdocuments.gov/doc.php?flash=true&doc=100> . At these sites the acts themselves or summaries of them can be read. You can also find further associated lesson ideas tied to these two pieces of legislation.
10. Have the students identify at least one thing that the Civil Rights Act did for people and one thing that the Voting Rights Act did for people.
11. Then break students into groups in which they share their responses with one another, and compile their answers to make a chart displaying what the Civil Rights Act did for people and what the Voting Rights Act did for people. Ask students to answer the question of what wrong these acts attempted to right? They should support their response with evidence from their research.

**Differentiation:**

Allow for oral responses to the last question instead of a written response.

<p><b>GSE Standards and Elements</b></p>	<p>SS5H6 Describe the importance of key people, events, and developments between 1950- 1975.</p> <p>b. Explain the key events and people of the Civil Rights movement: 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, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Information Processing Skills: identify and use primary and secondary sources; draw conclusions and make generalizations; interpret timelines</p>



Name:

Date:

**Poll Tax Image Analysis**

What words or phrases are seen in the image?

Why do you think the people are standing outside?

Why do you think the words "POLL TAX" are written on the turnstile?

What do you think the man smoking a cigar is waiting for?

What questions do you have?

Key Civil Rights Figures

Description –

1. Pose the following question to students: “How does change occur?”
2. Have students share their answers and lead the discussion towards the idea that change often occurs when people speak up and there is usually a leader of that group.
3. Tell students that they are going to work in groups to research important Civil Rights figures.
4. Hand out the graphic organizer to help the students know what information they are to find.
5. Let the students know once they have done the research, they will create some type of presentation to display these important people (powerpoint presentation, poster, trading cards, play/skit, etc...)
6. Once the group is finished, have them present what they have created with the others in the class.

**Differentiation:**

Have different leveled resources available for students to read for information.

<p><b>GSE Standards and Elements</b></p>	<p>SS5H6 Describe the importance of key people, events, and developments between 1950- 1975</p> <p>b. Explain the key events and people of the Civil Rights movement: 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, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify and use primary and secondary sources</li> <li>• draw conclusions and make generalizations</li> <li>• identify social studies reference resources to use for a specific purpose</li> </ul>

Group Members:

Civil Rights Research Organizer

Name of person:
Birth and death:
How did the person help improve civil rights for people?
Important Accomplishments:
Source(s):

Name of person:
Birth and death:
How did the person help improve civil rights for people?
Important Accomplishments:
Source(s):

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Source(s):

### The Space Race

**Description –**

1. Show the following video: <http://www.biography.com/video/neil-armstrong-first-walk-on-the-moon-33825126>. *Note that this site has ads.*
2. Have students answer the following questions during or after the video: Where do you think they are in this video? What do you think is happening in this video? Why might this video be important?
3. Have students share their answers with another student and then discuss some answers as a whole class.
4. Explain that this video displays the first steps ever taken on the moon, if students have not already given that answer.
5. Let students know that they are going to work in pairs to see what the U.S. and the Soviet Union were doing to explore space.
6. Hand each student pair a bag of mixed up Space Race timeline cards.
7. Have the students try to match the correct dates to the correct descriptions.
8. Go around and tell students how many wrong or right answers they have.
9. During the last 5 – 10 minutes of the activity, have them use resources of the Internet to see if they can check their answers.
10. After going over the correct order, have student pairs decide the following question: “Which country won the Space Race and why was that important?” Make sure that they provide evidence for their answers.

**Differentiation:**

Allow for oral instead of written answers

<b>GSE Standards and Elements</b>	SS5H6 Describe the importance of key people, events, and developments between 1950- 1975. d. Discuss the significance of the technologies of television and space exploration.
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Information Processing Skills: <ul style="list-style-type: none"> <li>• identify and use primary and secondary sources</li> <li>• interpret timelines</li> <li>• draw conclusions and make generalizations.</li> </ul>

Space Race Timeline Cards

<b>Oct. 4, 1957</b>	The Soviet Union launches a satellite into space named Sputnik 1
<b>November 3, 1957</b>	Sputnik 2 is launched, and everyone is stunned to see that this spacecraft has a “pilot” on board—a dog named <u>Laika</u>
<b>February 1, 1958</b>	Explorer 1 is the USA’s first launched satellite to orbit Earth
<b>October 1, 1958</b>	a famous American agency was formed—NASA
<b>April 12, 1961</b>	Russia sends the first man into outer space...a guy named Yuri <u>Gregarin</u>

<b>May 5, 1961</b>	America sends its first astronaut, Alan Shepard, into space
<b>June 16, 1963</b>	Russia send the first woman in space
<b>March 8, 1965</b>	Russia's Alexei <u>Leonov</u> left the spaceship (attached to it by a tether cord) and stayed out in space for around 12 minutes
<b>July 20, 1969</b>	The U.S. Apollo 11 mission lands on the moon with Neil Armstrong's first steps on the moon
<b>January 31, 1971</b>	The U.S. Apollo 14 lands on the moon





## Culminating Unit Performance Task

### I Was There

**Description –**

1. Tell students that they are going to transport back to the 1950s and 1960s Civil Rights era.
2. During their journey back in time they are going to visit two important Civil Rights Events.
3. They will need to write a journal page to describe each event and what they saw there.
4. Students may pick from the following events:
  - a. attending the Brown v. Board of Education court trial
  - b. being on the bus and watch Rosa Parks refuse to give up her seat
  - c. taking part in the March on Washington
  - d. interviewing Cesar Chavez and finding out more about his grape boycott
  - e. being in Dallas when JFK is assassinated,
  - f. watching Neil Armstrong walk on the moon on TV
  - g. taking part in the Montgomery Bus Boycott
5. Hand out or display the rubric for students for the culminating task. (see rubric below)
6. Take a day for students to share their journals with each other.

**Differentiation:**

Allow for a recorded oral narrative instead of a written journal.

Provide different leveled books and resources for research and review work.

**GSE Standards and Elements**

SS5H6 Describe the importance of key people, events, and developments between 1950- 1975.

a. Analyze the effects of Jim Crow laws and practices.

b. Explain the key events and people of the Civil Rights movement: 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, Lyndon B. Johnson, Cesar Chavez, 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.

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	d. Discuss the significance of the technologies of television and space exploration.
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p>ELAGSE5R19: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> <li>• identify issues and/or problems and alternative solutions</li> <li>• identify and use primary and secondary sources</li> <li>• draw conclusions and make generalizations</li> <li>• identify social studies reference resources to use for a specific purpose</li> </ul>

Name:

Date:

Class period: 1 2 3 4 5 6 (Circle yours.)

### Rubric for Assessing a Journal Entry

Grading Criteria	Excellent	Acceptable	Minimal	Unacceptable
<b>Content</b>	Response to assigned topic thorough and well written, with varied sentence structure and vocabulary; opinions always supported with facts.	Response thoughtful and fairly well written; most opinions supported with facts	Response adequately addresses some aspects of the assigned topic; opinions sometimes based on incorrect information.	Response consists of unsupported opinions only marginally related to the topic.
<b>Idea Development</b>	Excellent use of examples and details to explore and develop ideas and opinions.	Good reliance upon examples and details to illustrate and develop ideas and opinions.	Incomplete development of ideas; details and examples not always evident.	Ideas not clearly stated or developed.
<b>Organization</b>	Very logically organized; contains introduction; development of main idea (or ideas), and conclusion.	Contains introduction, some development of ideas, and conclusion.	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion.	Entry is unstructured.
<b>Mechanics</b>	Flawless spelling and punctuation.	Few or no spelling errors; some minor punctuation mistakes.	Several spelling and punctuation errors.	Many instances of incorrect spelling and punctuation.