



Marietta City Schools
2023–2024 District Unit Planner

Fifth Grade Social Studies

Theme	1950 - 1975	Unit duration (Days)	7-14 Days
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GA DoE Standards

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), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, the 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.

Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
13. translate dates into centuries, eras, or ages
14. formulate appropriate research questions

15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Themes and Enduring Understandings:

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.

Conflict and Change: The student will understand that when there is a conflict between or within societies, change is the result. **K-5 EU:** The student will understand that conflict causes change.

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.

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.

Essential Questions

Factual—

What events made up the Civil Rights movement?

What did people and the government do to help create equality?

Inferential—

How was the Civil Rights movement influenced by people's beliefs and ideals?

Why did important Civil Rights figures think a change needed to be made?

How did the conflict of the Montgomery Bus Boycott create change?

How did the March on Washington create positive changes in America?

How did the Government, Activists, and individuals change America from 1950 - 1975?

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?

How did Martin Luther King, Jr., influence others by his actions?

How does technology help people?

Why was the invention of the television important to society?

Why was space exploration so important to the United States?

Critical Thinking-

In what ways did the Civil Rights movement change the lives of Americans?

Why is it important to treat people equally?

Why would others be affected by Rosa Parks' actions during the Civil Rights movement?

How did the assassination of Martin Luther King Jr. affect the Civil Rights movement?

How has the United States benefited from the development of new technology since space exploration?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
civil act assassination march	<p>Important individuals: Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, Martin Luther King, Jr., president John F. Kennedy, Robert F. Kenney</p> <p>Important events: Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, the Voting Rights Act</p>
Assessments	
<p><u>Summative Assessment(s):</u></p> <p>1950 - 1975 Assessment</p> <p>Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.</p> <p>Standards: All GSE for the unit.</p> <p>* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.</p> <p><u>Theme Based Writing Task and Rubric:</u></p> <p>DBQ: How can we honor contributors to the Civil Rights Movement? Students will learn about the individuals who contributed to the Civil Rights Movement. They will have the opportunity to create a product of their choice showing how they would honor three contributors of their choice.</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), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, the Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p> <p>If I Was There This activity is a culminating task in which students create a journal entry from the perspective of an individual during the Civil Right Era. (Differentiation: Allow for a recorded oral narrative instead of a written journal. Provide different leveled books and resources for research and review work.)</p> <p>All GSE for the Unit</p>	

Objective or Content	Learning Experiences	Differentiation Considerations
Teacher Supports	<p>Parent Information Letter- edit for school specific information</p> <p>Click here for GADOE Content Video (For Teachers only)</p> <p>Teacher Notes for this unit</p> <p>Additional unit information may be found at the GADoe Inspire Site</p> <p>Museum Box Unit. This unit has Museum Boxes for the Civil Rights Movement. Boxes may be checked out for up to three days through the Social Studies coordinator.</p>	
SS5H6: Describe the importance of key people, events, and developments between 1950- 1975. a. Analyze the effects of Jim Crow laws and practices.	<p>Plessy vs. Ferguson This lesson from iCivics can be used as a reminder of the Supreme Court Decision if teachers feel students need the review.</p>	Read text in small groups or whole groups utilizing text rendering activities/tasks
SS5H6: Describe the importance of key people, events, and developments between 1950- 1975. a. Analyze the effects of Jim Crow laws and practices.	<p>We don't like Jim Crow. Students will explore the history and impact of Jim Crow Laws from Reconstruction to the 1970's. (Teacher note- preview and choose laws based on your students.)</p>	Modify the laws as needed or provide definitions for difficult vocabulary. Divide the images among groups and analyze them as a team.
SS5H6: Describe the importance of key people, events, and developments between 1950- 1975. a. Analyze the effects of Jim Crow laws and practices.	<p>Separate but Equal? Students analyze images to investigate and discuss the concept of separate but equal (Printed photos are in the Museum Box. The box is not necessary to do this activity)</p>	Analyze photos in small groups
SS5H6: Describe the importance of key people, events, and developments between 1950- 1975. a. Analyze the effects of Jim Crow laws and practices.	<p>The Green Book Investigate the effects of Jim Crow in the South using historical documents and artifacts.</p> <p>Museum Box Activity: This lesson utilizes artifacts and documents from the Civil Rights Movement. These activities will take multiple class sessions.</p>	Print analysis forms and divide into smaller parts- students work in small groups to discuss the documents and artifacts
SS5H6: Describe the importance of key people, events, and developments between 1950- 1975. a. Analyze the effects of Jim Crow laws and practices.	<p>Geography and the Green Book Use information from <i>Ruth and the Green Book</i> to map the family's journey.</p> <p>Museum Box Activity: This lesson utilizes artifacts and documents from the Civil Rights Movement. These activities will take multiple class sessions.</p>	Print pages from the Traveler's Guide, provide specific cities to stop in and have students complete the places the family would visit or use.

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<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC), and events (Albany and March on Washington) in the Civil Rights Movement.</p>	<p>5th Grade Counting Crowds (Math Estimation Lesson) Students integrate math to explore how we “count” attendees at large events.- Integrated into the Museum Box, but could be done without the artifacts.</p>	<p>Divide up the tasks among group members. Ask guiding questions (listed in the lesson guidance document)</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>Boycott the Busses Understand the impact and reasons for the Montgomery Bus Boycott</p>	<p>Consider supporting learners with a History.com Video Rosa Parks and have students answer the guiding questions as they watch: “Where did this event take place?” “What did Rosa Parks do?” & “Why was this event important?”</p>
<p>Recommended High Quality Complex Texts</p>		
<p><i>Freedom Summer</i> by Deborah Wiles <i>Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968</i> by Alice Faye Duncan</p> <p>DE Video Segments: The Civil Rights Act Civil Rights Movement Early Civil Rights Involvement</p>		