

Title: Were the 1960's All That Groovy? Subject: Social Studies / Language Arts

Topic: Civil Rights, Cold War Grade: 5 School: Clyattville Elementary

Wiregrass History Consortium Unit Plan			
GPS Standard: SS5HB ELA5R1 ELA5W2	<p>The students will describe the importance of key people, events, and developments during the 1960's.</p> <p>During the unit the students will also participate in research activities during which they will demonstrate comprehension of the text and show evidence of a warranted and responsible explanation of a variety of literary and informational texts.</p> <p>The students will demonstrate writing competence in a variety of genres through responses to literature and informational writing.</p>		
Concept:	History: The 1960's.		
Essential questions (2-5 questions) (What you want the students to know.)	<p>What were some of the important political, social and cultural events of the 1960's, and how did these events change the lives of Americans?</p> <p>What strategies can you use to effectively break down information in order to identify motives or causes, make inferences, and support opinions?</p>		
Elements (What you want the students to understand.)	<p>Students will understand that the 1960's was a time of political, social, and cultural change.</p> <p>Students will understand that the events and changes of the 1960's greatly affected the lives of many Americans.</p>		
Launch Activity (Hook)	Have students listen to music of the '60's. Afterwards share the lyrics with the students and discuss the words to the songs and their significance to the times.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	People Martin Luther King, Jr. John F. Kennedy Robert Kennedy Lyndon B. Johnson Thurgood Marshall Rosa Parks	Events Cuban Missile Crisis Vietnam War Civil Rights Movement <i>Brown v. Board of Edu.</i> Montgomery Bus Boycott Civil Rights Act Voting Rights Act	Vocabulary Civil Rights Boycott Segregation Desegregation Discrimination Assassination Cold War Hippies
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Pre-test and Post-test on People, Events and Vocabulary			
Students will take an Accelerated Reader test on <i>The Watson's Go to Birmingham</i> .			

Portfolio Assessment

- Students will create a timeline using Inspiration documenting the important social, political, and cultural events of the 1960's.
- Students will write a letter to President Kennedy either supporting or opposing the Vietnam War. Students will have supporting evidence for their opinions.
- Students will write a letter to be put into a time capsule, which will be opened in 2007, explaining how the events of the 1960's changed their lives.
- Students will choose a chapter of the novel, *The Watson's Go to Birmingham*, and create a cause/effect storyboard or poster in reference to one of the key people, events, or vocabulary terms in that particular chapter.
- Students will respond to literature by writing about different events of the novel.
- Students will create an acrostic using the one of the following:
 - R-O-S-A P-A-R-K-S
 - K-E-N-N-E-D-Y
 - C-I-V-L R-I-G-H-T-S

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)

- Students will choose a person, event, or term to research and write an informational paper in which they will in some way answer the essential question. This will be assessed with a rubric.
- Students will watch the video, "Ruby Bridges," and then write a newspaper article including an imaginary interview that they conducted with Ruby Bridges about civil rights, segregation, desegregation, and discrimination in the '60's. This will be assessed using a rubric.
- At the end of the novel, students will again listen to some music of the 1960's. The students will reflect in writing the meaning and significance of the lyrics to the times and give specific examples. This will be assessed using a rubric.
- The unit will be assessed using a rubric to grade the culminating project in which students must produce a collage of images, terms, and text from the 1960's. (This will be from their own research, the actual lessons/notes, and from the novel, *The Watson's Go to Birmingham*.)

Student Self-Assessment

Students will fill out a self-assessment rubric for each portfolio activity and for the culminating project.

Differentiation Associated with this unit

- At the beginning of the unit, students will fill out a KWL chart showing what they already know and what they want to know about the 1960's. Lessons will be designed accordingly.
- Pre-test will determine content of the post-test.
- Students will choose 3 out of 6 portfolio assignments to complete.
 - EIP and SpEd students will choose 2 out of 6 portfolio assignments to complete.

Resources and instructional tools:

Classroom set of the novel, *The Watson's Go to Birmingham*

Inspiration software

Internet

CD of '60's music

CD player

Computers/Computer Lab

Research materials (library books, etc.)

Video: "Ruby Bridges"