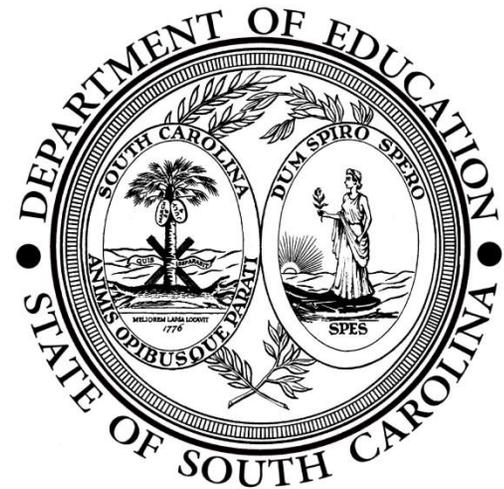


Grade 5 Oral History

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2017



5th Grade: Oral History

This plan has a focus on Civil Rights oral history for 5th grade, however, it also integrates standards students learned in grade 2 regarding elements of culture including, beliefs, and customs. The purpose of the instructional plan is to learn about the oral histories passed on by people that were activists, supporters, and national leaders who were involved in the Civil Rights Movement during the 1950s and 1960s, with a focus on the work of Elaine Nichols. Students will better understand the Profile of the South Carolina Graduate life characteristic of “perseverance,” as they understand, through oral history that people working for civil rights refused to give up. This lesson is designed for 2-30 minute social studies blocks.

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted:

Standard 5-5: The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the Cold War era.

Indicator 5-5.3: Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, Brown v. Board of Education, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.

Embedded:

Inquiry Based Literacy Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

Indicator 2.1: Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.

Inquiry Based Literacy Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

Indicator 5.2: Employ past learning to monitor and assess current learning to guide inquiry.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).
Day 1: I can build my knowledge about the Civil Rights Movement. (5-5.3) and I can use my past learning to guide my current learning. (5.2)

Day 2: I can consider multiple perspectives and viewpoints. (2.1)

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

How can we consider multiple viewpoints, as inquiry based learners, by using oral history to broaden our understanding of the Civil Rights Movement?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Oral history
- Civil Rights
- Perspective
- Advocate

Prior Knowledge

In kindergarten, students were introduced to Dr. Martin Luther King, Jr. and the national holiday that celebrates his birth (K-3.2). In grade 3, students summarized the social and economic impact of the developments in the creation of Jim Crow laws. Jim Crow Laws’ aim were to maintain white supremacy by keeping the races socially separated and the African American in a position of social inferiority. Segregation had grown in the South since the removal of federal troops at the end of Reconstruction in 1877. Jim Crow laws called for separate facilities for African Americans in such places as schools, neighborhoods, theaters, and trains cars. Also in third grade, students summarized the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (Briggs v. Elliott) and other public facilities and the acceptance of African Americans’ right to vote (3-5.5).

Subsequent Knowledge

Students will learn in the grade 5, that the wrongs of Jim Crow Laws were eventually corrected by the Twenty-fourth Amendment and the Civil Rights Act of 1964. In grade 8, students will analyze the movement for civil rights in South Carolina including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration;

peaceful efforts to integrate beginning with colleges; and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre (8-7.2).

Potential Instructional Strategies

Day 1: “I Can” Statements: I can build my knowledge about the Civil Rights movement (5-5.3) and I can use my past learning to guide my current learning (5.2)

Hook: (10 minutes) Watch the short video from the History Channel online, which talks about Civil Rights, specifically *Brown vs. Board of Education (1954)*. <http://www.history.com/topics/black-history/civil-rights-movement/videos/separate-but-not-equal> After viewing this video, have students collaboratively give ideas as to what civil rights means, while teacher charts ideas. From these thoughts, and teacher guidance if needed, craft a definition of “civil rights,” and chart the final definition.

Introduction: Review the definition of civil rights that was crafted. Talk about what was learned, and the main points from the brief *Brown vs. Board* video. Discuss the word “advocate.” Give students examples of an advocate, and see if they are able to correctly decide what the word means. For example: My family members are **advocates** for the homeless because they help feed at a shelter or have pushed for the construction of a shelter. The student self **advocated** to his teachers why he needed extra help with assignments without the teachers asking. A newspaper article was published about our teacher, Mr. Hand, and how he is an **advocate** for a new music school. Facilitate, and chart a definition for the word advocate. Students should give an example of an advocate from the *Brown vs. Board* video they just watched. Furthermore, students should share examples of advocates they know in their life.

Discuss and Chart: Have a discussion with students about what they have previously learned about people who are known to be advocates. Relate it to their prior knowledge of learning about Dr. Martin Luther King. Chart examples they give of people they know who are advocates, famous or not, and what they are an advocate of.

Day 2: “I Can” Statements: I can build my knowledge about the Civil Rights movement (5-5.3)

Review: Review the definition of “civil rights” from yesterday. Also review what it means to be an advocate, and review some of the things students said they were an advocate of.

Hook: (10 minutes) Watch the CSPAN video, starting at 1:00 <https://www.c-span.org/video/?311794-1/civil-rights-oral-history-project-part-1> Pay special attention to Elaine Nichols. Who is she? What is the museum project Elaine Nichols talks about? Discuss

as a class.

Introduction: Ask students if they can define “oral history” just by using what they know about the meaning of the two words. What would it mean if somebody shared their oral history in regard to civil rights?

Discussion: [https://www.c-span.org/video/?313032-1/elaine-nichols-dorie-joyce-ladner&start=\\$\(start\)](https://www.c-span.org/video/?313032-1/elaine-nichols-dorie-joyce-ladner&start=$(start)) Use this video to view the interview of Elaine Nichols as she talks about the oral history of Medgar Evers, given by Dorie and Joyce Ladner. What was the focus of Medgar Evers? What was the Ladner sisters’ experience of the March on Washington? How do we know that this is oral history?

Extension of activity: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/> visit the SC social studies standards website. Scroll down, to the “Civil Rights Digital Oral Histories.” Here, you can find the entire interviews, and vignettes of 8 oral histories. This can be an extension of the lesson activities.

Potential Assessment Task

Day 1: *What do you advocate? Have students pair and share what they advocate. When there is a lull in conversation, ask students to share their partner’s answer.*

Day 2: *Report your oral history. Students should try to meet with a person they know who is significantly older than they, and interview them about a national/state/local event that was important in shaping their life. Students will then give an oral history report*

Day 2: *Why is oral history important to carry from generation to generation? Why do you suppose Elaine Nichols chose to focus on the Civil Rights era?*

Day 2: *Create a drawing, diagram, skit, song, or writing piece based on the Civil Rights movement. Include important points you learned.*

Resources

Civil Rights Oral History Project Part 1, Mar 28 2013 | Video | C-SPAN.org. (n.d.). Retrieved from
<https://www.c-span.org/video/?311794-1/civil-rights-oral-history-project-part-1>

Elaine Nichols Dorie Joyce Ladner, May 29 2013 | Video | C-SPAN.org. (n.d.). Retrieved from
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[http://www.eoc.sc.gov/Home/Profile of the Graduate/Profile of the SC Graduate.pdf](http://www.eoc.sc.gov/Home/Profile%20of%20the%20Graduate/Profile%20of%20the%20SC%20Graduate.pdf)

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