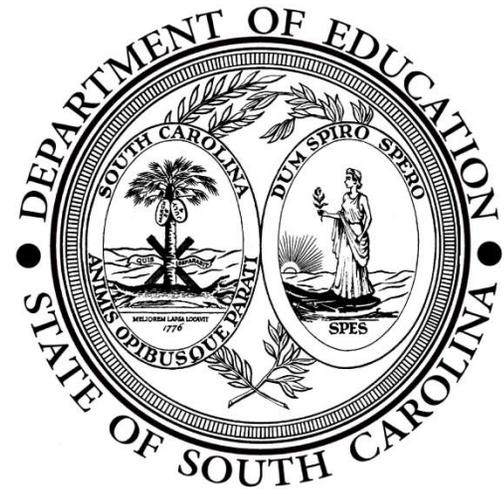


Grade 5

And the Children Shall Lead: Personal Sacrifice for the Greater Good

Instructional Resource for the
South Carolina Social Studies Academic Standards

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



5th grade/Social Studies: And the Children Shall Lead: Personal Sacrifice for the Greater Good

- These lessons focus on the Social Studies standards of activism in the Civil Rights movement and the ELA standard of writing a personal narrative.
- Students will synthesize the material learned in Social Studies and apply it to their lives by writing a personal narrative.
- Students will think critically and connect learning to communicate ideas creatively which are skills listed in the Profile of the SC Graduate.
- This instructional plan is intended for 2-3 days of 50 minutes per day instruction.

Standard(s) and/or Indicator(s)

Social Studies

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Indicator: 5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v. Ferguson.

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

ELA :

Writing Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Indicator 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: **a.** develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; **b.** orient the reader by establishing a situation and introducing a narrator and/or characters; **c.** organize an event sequence that unfolds naturally; **d.** use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; **e.** develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; **f.** use a variety of transitional words, phrases, and clauses to manage the sequence of events; **g.** use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and **h.** provide a conclusion that follows from the narrated experiences of events.

“I Can” Statements

- *Day 1: I can explain Brown vs. Board of Education and name some of the African American students who first entered all white public schools in the South to help end segregation.(5-3.2)(5-5.3)*
- *Day 2: I can write a personal narrative to illustrate someone who has exhibited personal sacrifice for the greater good.*

Essential Question(s)

Suggested essential questions that will help guide student inquiry:

- How can individuals, both younger and older, make a difference for a larger group of people?
- Why is personal sacrifice often necessary to achieve goals for a group?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do.

- Civil Rights Movement
- Brown vs. Board of Education
- Jim Crow Laws
- Sacrifice

Prior Knowledge

Students should have already studied discriminatory laws and the Civil Rights movement in the United States (5-3.2, 5-5.3) earlier in the school year. This instructional plan will extend the students’ understanding of events in South Carolina during the Civil Rights era.

Subsequent Knowledge

Students will be able to build on the knowledge learned in this plan when they further their study of South Carolina History in eighth grade. Students will also continue to write more complex personal narratives.(8-7.2)

Potential Instructional Strategies

Day 1: I can explain Brown vs. Board of Education and name some of the African American students who first entered all white public schools in the South to help end segregation.(5-3.2) (5-5.3)

- The teacher will lead a class discussion reviewing Brown vs. Board of Education and Jim Crow laws in the South. The teacher and students will co-create anchor charts to include key details of school desegregation “firsts” including Ruby Bridges and the Little Rock/Arkansas Nine.
- The teacher will let students know that South Carolina also had “firsts” in school desegregation and that Millicent Brown served as one of the first African American students to desegregate schools in Charleston, SC. *See resources section for pictures and more information.*
- Refer to the 2018 African American calendar (hard copy or digital, *see resources*) and the month of January with J. Arthur Brown, Millicent’s father. Point out that J. Arthur Brown sacrificed financial success and threats in order to work for the causes he believed in including educational equality. Mr. Brown was also responsible for putting his daughters’ names on lawsuits for equal educational opportunities. Ask students if they think Millicent also sacrificed. Students should be able to conclude that it was not easy to leave the comfort of one school to enter the hostile environment of another—especially being the first one to do so, and much is sacrificed in order to achieve a goal for the betterment of a group.

Day 2: I can write a personal narrative about someone I know or know of who I believe personally sacrificed or is currently sacrificing for the greater good.

- The teacher will ask students what was discussed in the previous lesson. Point out to students that all of the people from the previous lesson sacrificed for the greater good. Ask students to think of others who have sacrificed for the greater good of a group. Examples may include Nelson Mandela, Mohandas Gandhi, Martin Luther King, Jr., etc. Then ask if there are community members who currently sacrifice for the greater good such as police, firefighters, etc. Finally ask if students know someone in their family who sacrificed for the good of the family group such as a mother, father, grandparent, sibling or other family member.
- Students will choose someone to write about who they believe has personally sacrificed for the good of a larger group. The person can be a family member, community member, or historical figure.

Potential Assessment Task

Day 2: Personal narrative—Sacrifice for the Greater Good

Grade 5 Narrative Rubric: <https://ed.sc.gov/instruction/standards-learning/english-language-arts/support-documents-and-resources/suggested-elementary-instructional-units/>

Resources

Hipp, C. (2015). *It's not about me* [Video file]. Retrieved from <https://www.youtube.com/watch?v=0kFnhizW4yQ>.

Lowcountry Digital Library (2012). *Somebody had to do it: first children in school segregation*. Retrieved from http://ldhi.library.cofc.edu/exhibits/show/somebody_had_to_do_it/project_overview.

South Carolina Department of Education. (2017) *South Carolina African American history calendar*. [PDF document]. Retrieved from <http://scafricanamerican.com/download/>.

South Carolina Department of Education. (2015). *Profile of the South Carolina graduate_* [PDF document]. Retrieved from <http://ed.sc.gov/about/profile-of-sc-graduate/>.

