

Instructional Unit Resource for the  
*South Carolina College- and Career-Ready for*  
**Civil Rights with a focus on Lottie Gibson**

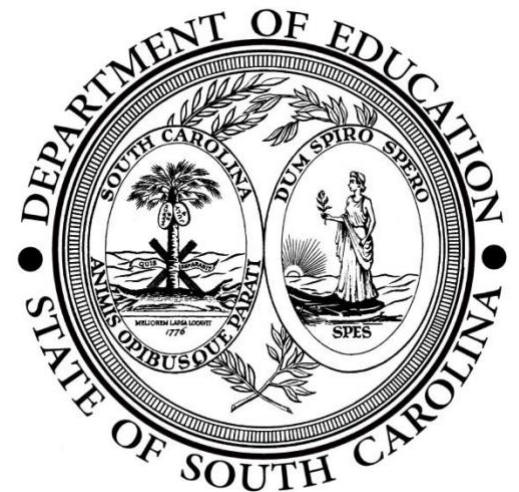
Grade 5

Unit Title: Lottie Gibson

South Carolina Department of Education

Office of Standards and Learning

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## **Instructional Unit Resource Overview**

The purpose of this instructional unit resource is to provide guidance regarding how the standards in course name/grade level/unit title can be grouped together. Since this document is merely guidance, a district should implement the standards in a manner that addresses its curriculum and the specific needs of its students.

### **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.

Instructional Unit Resource Matrix for Social Studies

**Grade:** 5

**Unit Title:** Lottie Gibson

**Standards/Indicators:**

**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.**

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.

Inquiry-Based Literacy	Reading- Literary Text	Reading- Informational Text	Writing	Communication
<p>4.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources</p> <p>4.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p> <p>4.I.5. Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p>	<p>Standard 4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Standard 6 Summarize key details and ideas to support analysis of central ideas.</p> <p>6.1 Summarize a text with two or more central ideas; cite key supporting details.</p> <p>Standard 7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p> <p>7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.</p>	<p>5.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>5.W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Standard 2 Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.</p> <p>2.2 Analyze the credibility of information presented in diverse media and formats.</p>

<b>Instructional Unit Links</b>	<b>Instructional Unit Links</b>
<a href="#">Unit Overview</a>	<a href="#">Standard(s)</a>
<a href="#">Clarifying Note(s)</a>	<a href="#">Learning Target(s)</a>
<a href="#">Assessment Task(s)</a>	<a href="#">Prior Knowledge</a>
<a href="#">Subsequent Knowledge</a>	<a href="#">Academic Vocabulary</a>
<a href="#">Instructional Strategy(ies)</a>	<a href="#">Resources</a>

## Unit Overview

### Civil Rights with a focus on Lottie Gibson

#### Standards

**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.**

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 Acts

#### Learning Targets

- *Day 1:* I can determine the **continuity and changes** in the military after World War II during the Cold War and Civil Rights period (1945-1965). (5-5.3)
- *Day 2:* I can determine the **causation** of Brown vs. Board of Education and its impact American society. (5-5.3)
- *Day 3:* I can identify key leaders in the Civil Rights Movement during the **periodization** of 1950s and 1960 and identify their key contributions. I can **contextualize** Lottie Gibson within the realm of other impactful Civil Rights leaders. (5-5.3)
- *Day 4:* I can analyze the importance protests in the **causation** of the Civil Rights Act (1964) and Voting Rights Act (1965). (5-5.3)

#### Essential Questions

- *Overall Unit:* What social and cultural changes occurred in between 1945-1965 in regards to African Americans in the United States? Who was Lottie Gibson and how did she impact the Civil Rights movement in South Carolina?
- *Day 1:* What were the **continuity and changes** in the military after World War II during the Cold War and Civil Rights period (1945-1965)?
- *Day 2:* What was the **causation** of Brown vs. Board of Education and how did it change the education system in the United States? How does Lottie Gibson's work **contextualize** within these changes?
- *Day 3:* Who were key figures during the **periodization** of 1950 and 1960 (the American Civil Rights Movement) and what were their major contributions? How does Lottie Gibson fit into the **context** of impactful Civil Rights leaders?
- *Day 4:* What was the significance of the protests in the **causation** of the Civil Rights Act (1964) and Voting Rights Act (1965) have on African Americans? How can Lottie Gibson's work be **contextualized** within the identified impacts?

## Assessment Tasks

### Day 1:

- *Writing activity (ELA-5.W.3)*
  - The desegregation of the military was a major cultural and social change during the Cold War and Civil Rights era. What cultural and social issues are occurring in today's society? What **changes** would you like to see occur? What **continuities** are important? Why?

### Day 2:

- Jigsaw Activity
  - Students will work in groups to discover the significance of Lottie Gibson and her impact in the Civil Rights Movement in South Carolina.
  - Students will use the below listed resource and reference sites as starting points for their research but should not be limited to those sites.
  - Students will share their discoveries with the class

### Day 3

- Cajita
  - Cajita-a sacred box containing items that are culturally important to an individual; these items hold particular meaning to the person, their culture, their life's work, etc.
  - Students will choose a Civil Rights leader to create a cajita box on
  - Students will share how the contents of the box are relevant to the periodization of the Civil Rights Movement and the chosen person.
- Adinkra Name Symbol
  - Students will create/design symbol to represent the name and character traits of a chosen Civil Rights Movement Leader
  - Students will share what symbol they chose, why this symbol was selected, and how this symbol represents the chosen leader's character, work or life.

### Day 4

- Civil Rights Act or the Voting Rights Act Jigsaw Activity
  - Students will work in groups to research one of the acts
  - They will share their findings with the class so that students have a full understanding of both acts
- Protest Activity
  - Students will design a Civil Rights type protest from their chosen Day 1 activity (cultural change).
  - Students will create a protest for this change. The protest can be, but is not limited to, a sit in, a march, a freedom ride, a boycott, or a writing.

- Students will share/perform their protest with the class.
- Persuasive Activity
  - Write a persuasive argument to campaign for the recognition of another individual or event that should be recognized as a official day in your city/state.
- Summarization Activity
  - Students will create a project/activity/discussion that summarizes the importance/significance/impact of the Civil Right Act as well as the Voting Rights Act

### **Prior Knowledge**

Kindergarten- students learned about Dr. Martin Luther King, Jr. (K-3.2)

Third grade- students summarized the key events and effects of the civil rights movement in South Carolina and the United States (3-5.5)

### **Subsequent Knowledge**

Seventh grade- students will learn about civil rights movements in other world countries such as India and South Africa. (7-6.2)

Eighth grade- students will learn further about the Civil Rights Movement in South Carolina and specific state civil rights leaders and groups. (8-7.2)

United States History- students analyze the African American Civil Rights Movement including legislation, leaders, and movements. (USHC-8-1)

## **Academic Vocabulary**

- activist
- boycott
- Brown v. Board of Education
- Civil Rights
- Civil Rights Act (1964)
- desegregation
- equality
- freedom fighter
- freedom march
- freedom ride
- lobbying
- Lottie Gibson
- Malcolm X
- Martin Luther King, Jr.
- passive resistance
- protest
- Rosa Parks
- sit in
- segregation
- verdict
- voter registration
- Voting Rights Act (1965)



## **Instructional Plan**

### Day 1 (Desegregation of armed forces)

#### Essential Question:

- What were the **continuity and changes** in the military after World War II during the Cold War and Civil Rights period (1945-1965)?

#### Materials:

- Chart paper and writing materials

#### Procedures:

- Analyze the following primary source photographs of the military before and after World War II, using **evidence**, identify **continuities and changes**.
- Have students in groups or individually chart **comparisons** between the photographs.

#### Before WWII:



<https://www.archives.gov/files/research/african-americans/ww2-pictures/images/african-americans-wwii-001.jpg>



<https://catalog.archives.gov/id/533671>

After WWII:



[https://trumanlibrary.org/whistlestop/study\\_collections/desegregation/large/index.php](https://trumanlibrary.org/whistlestop/study_collections/desegregation/large/index.php)

- Students should identify a major difference as being the segregation versus the desegregation of the units.
  - Share that President Truman desegregated the military in 1948. (Executive Order 9981)
- In small groups students will hypothesize the **causation** for this change. Why did President Truman order to desegregate the military at that point in time? What events lead to this drastic change?

Activity:

- Writing activity
  - The desegregation of the military was a major cultural and social change during the Cold War and Civil Rights era. What cultural and social issues are occurring in today’s society? What **changes** would you like to see occur? What **continuities** are important? Why?

Day 2 (Brown vs. Board of Education)

Essential Question:

- What was the **causation** of Brown vs. Board of Education and how did it change the education system in the United States? How does Lottie Gibson’s work **contextualize** within these changes?

Materials:

- Chart paper and writing materials
- Device with internet capability

Procedures:

- Open with Quote: “*Brown v. Board of Education of Topeka* was a landmark 1954 Supreme Court case in which the justices ruled unanimously that racial segregation of children in public schools was unconstitutional. *Brown v. Board of Education* was one of the cornerstones of the civil rights movement, and helped establish the precedent that “separate-but-equal” education and other services were not, in fact, equal at all.” (10)
  - Have students chart as a group or individually the importance of Brown vs. Board of Education. Discuss findings as a class.
- Introduce Lottie Gibson
  - Jigsaw Activity
- Closing questions
  - How did Lottie Gibson play a vital role in the Civil Rights Movement in South Carolina and the United States? How did Brown vs. Board of Education ignite the Civil Rights Movement?

Activity:

- Jigsaw Activity-
  - Students will work in groups to discover the significance of Lottie Gibson and her impact in the Civil Rights Movement in South Carolina.

- Students will use the below listed resource and reference sites as starting points for their research but should not be limited to those sites.
- Students will share their discoveries with the class

### Day 3 (Rosa Parks, Martin Luther King, Jr., Malcolm X)

#### Essential Question:

- Who were key figures during the **periodization** of 1950 and 1960 (the American Civil Rights Movement) and what were their major contributions? How does Lottie Gibson fit into the **context** of impactful Civil Rights leaders?

#### Materials:

- Chart paper and writing materials
- Small boxes

#### Procedures:

- Open with quote: “A tireless public servant who was remembered as a champion for justice” (1 & 2). Which Civil Rights Leaders is this quote applicable: Malcolm X, Martin Luther King, Jr., Rosa Parks, or Lottie Gibson , or another . Why? Support your opinion with **evidence** from your research
  - The quote is from Lottie Gibson’s funeral but could be applied to any of the listed Civil Rights leaders
- Discuss what types of protests each national leader is known for- Martin Luther King, Jr. , Rosa Parks, and Malcolm X. Students will recall their research from Day 2 on Lottie Gibson and **contextualize** her work within the advancements of that **periodization**.
  - Students will complete cajita and/or adinkra symbol.
- For a closing, students will watch the video of Lottie Gibson speaking about Jim Crow and the Greenville Bus System. They will **contextualize** this video and Gibson’s actions with those of the national movement.
  - You Tube Video link:<https://www.youtube.com/watch?v=5khVSZ38-0U> (7)

#### Activities:

- Cajita
  - Cajita-a sacred box containing items that are culturally important to an individual; these items hold particular meaning to the person, their culture, their life’s work, etc.
  - Students will choose a Civil Rights leader to create a cajita box on
  - Students will share how the contents of the box are relevant to the periodization of the Civil Rights Movement and the chosen person.

- Adinkra Name Symbol
  - Students will create/design symbol to represent the name and character traits of a chosen Civil Rights Movement Leader
  - Students will share what symbol they chose, why this symbol was selected, and how this symbol represents the chosen leader's character, work or life.

#### Day 4 (Civil Rights Act/ Voting Rights Act)

##### Essential Question:

- What was the significance of the protests in the **causation** of the Civil Rights Act (1964) and Voting Rights Act (1965) have on African Americans? How can Lottie Gibson's work be **contextualized** within the identified impacts?

##### Materials:

- Chart paper and writing materials
- Device with internet

##### Procedures:

- Introduce the Civil Rights Act (1964) and the Voting Rights Act (1965)
  - Civil Rights Act or the Voting Rights Act Jigsaw Activity
  - Questions to ask-
    - How did the Civil Rights Act aim to change African American equality in the United States?
    - What changes did the Voting Rights Act ignite?
- Recall, from Day 2 research, how Lottie Gibson impacted the advancement of Civil Rights and Voting Rights in her local area.
  - Gibson was key in making Martin Luther King's' birthday an observed holiday in Greenville, SC
  - Gibson was an advocate in African Americans exercising their voting right in Greenville, SC
- Students will complete the protest, persuasive, and/or summarization activity

##### Activities:

- Civil Rights Act or the Voting Rights Act Jigsaw Activity
  - Students will work in groups to research one of the acts
  - They will share their findings with the class so that students have a full understanding of both acts
- Protest Activity

- Students will design a Civil Rights type protest from their chosen Day 1 activity (cultural change).
- Students will create a protest for this change. The protest can be, but is not limited to, a sit in, a march, a freedom ride, a boycott, or a writing.
- Students will share/perform their protest with the class.
- Persuasive Activity
  - Write a persuasive argument to campaign for the recognition of another individual or event that should be recognized as a official day in your city/state.
- Summarization Activity:
  - Students will create a project/activity/discussion that summarizes the importance/significance/impact of the Civil Right Act as well as the Voting Rights Act

## Resources

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