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# Civil Rights Movement - Social Studies

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# Title of Unit: Identity Through The Lens Of History

## Grade/Subject

5th Grade  
Social Studies

## Purpose/Overview

Students will learn and understand the Civil Rights Movement by engaging with historical documents. Students will also learn about how cultural identity shapes individuals' interpretations of history.



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# Standards



## CIV 4.1


Illustrate historical and contemporary means of changing society.

## HIST 4.1

Explain connections among historical contexts and people's perspectives at the time.

## HIST 4.2

Explain probable causes and effects of events and developments.





	<b>Objectives</b>	<b>Activities</b>
<b>Day 1</b>	SWBAT analyze various texts, such as excerpts from MLKs Freedom of Speech, personal accounts, and historical documents.	We'll start with a reading session introducing the Civil Rights Movement in order to help students understand the different perspectives, figures and experiences within the movement
<b>Day 2</b>	SWBAT identify historical laws, policies, and social norms that perpetuated systemic inequalities and restricted the rights of marginalized groups.	Through class readings and videos, students will evaluate the role of power dynamics in shaping historical narratives and reflect on how these dynamics continue to impact society today.
<b>Day 3</b>	SWBAT create timelines of the Civil Rights Movement in groups.	After class discussion students will match significant dates to corresponding events and figures, considering multiple perspectives on a timeline.
<b>Day4</b>	SWBAT demonstrate their knowledge of the Civil Rights movement.	Students will be given a 20 minute multiple choice quiz to complete.

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# Assessments

## Informal

- Class/teacher led discussions
- Group Timeline project

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## Formal

- Multiple choice quiz



# Addressing Inequality



**MCE:** By integrating diverse perspectives and histories into the curriculum through content integration, this ensures that students see their own and others' cultures reflected. The lessons will have students examine the Civil Rights Movement through the lens of different racial, ethnic, and cultural groups.

**CRP:** By using language and resources that reflect the classroom's diversity and cultural competence, such as incorporating multilingual materials and stories related to the Civil Rights Movement. This approach allows students from various backgrounds to connect more deeply with the content, acknowledging and valuing their identities during the learning process.