



# South Carolina

## Full STEAM Ahead: Connecting Library of Congress Primary Sources and Graphic Novels

### Lesson Plan

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**Grade Level(s): 5th grade**

**Subject: English Language Arts & Social Studies**

**Length of Class: 45 minutes**



<b>Image Citation:</b> <a href="https://www.istockphoto.com/photos/space-wars">https://www.istockphoto.com/photos/space-wars</a>	
<b>Lesson Title:</b>	Post WWII
<b>Overview:</b>	Primary and secondary sources will be used to demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950-1980.
<b>Enduring Understanding:</b>	During the post-World War II period, the United States was dominated by a power conflict that pitted former allies against each other over a nationwide movement for equal rights for African Americans and for an end to racial segregation and political differences, which affected all aspects of American life home and abroad. Various civil rights movements within the United States and South Carolina also impacted society.
<b>Learning Objective:</b>	Students will compare and contrast primary and secondary sources regarding Space Race and The Civil Rights Movement by using a variety of graphic organizers.
<b>Standards:</b>	<p>Social Studies</p> <p>5.4.CO Compare and contrast the capitalist and communist ideologies.</p> <p>5.4.CE Analyze the causes and impacts of social movements in the U. S. and South Carolina.</p> <p>5.4.P Summarize the economic, political, and social changes in the U. S. after World War II.</p> <p>5.4.CX Contextualize the tension between the United States and the Soviet Union during the Cold War.</p> <p>5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education.</p> <p>5.4.E Analyze multiple perspectives on the economic, political, and social effects of the Cold War, Space Race, and Civil Rights Movement using primary and secondary sources.</p> <p>ELA.5.AOR.4.1 Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.</p>
<b>Essential Question:</b>	What were the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950-1980.

<b>Supporting Question(s):</b>	What is the difference between primary and secondary sources? Where can I locate primary and secondary sources? Can a picture book be a reliable source?
<b>Digital Primary and Secondary Sources:</b>	List primary and secondary sources and include links.  Images - <a href="https://www.loc.gov/item/2017844754/">https://www.loc.gov/item/2017844754/</a>  God would be displeased with girls meanness <a href="https://www.loc.gov/item/98502874/">https://www.loc.gov/item/98502874/</a> Picture Books:  Hidden Figures   Storytime Read Aloud  Small Shoes, Great Strides By Vaunda M Nelson
<b>Required Classroom Materials:</b>	smart board, pencils, 7 copies of <a href="#">Primary Analysis Tool</a> per class, copies of picture books, images, and articles detailed throughout lesson plan, internet access, highlighters,
<b>Classroom Environment:</b>	Our classroom is arranged in individual students desks arranged in groups of 3-4. Students will partner in groups of 3-4 students in each group during the primary source analysis tool. Students will sit on the Reading Rug during the reading of picture books to ensure students can see pictures throughout the book and promote class discussion on various topics.
<b>Differentiation and Adaptations:</b>	The teacher will monitor and adjust throughout each lesson. Differentiation is listed under each indicator in lesson plan.

### Lesson Sequence/Procedures

#### Academic Vocabulary:

- *Capitalism*- An economic system in which citizens own and run businesses, not the government.
- *Communism*- An economic system in which property belongs to the government/community where everyone is supposed to share the wealth they create.
- *Civil Rights*: The law states everyone is supposed to have equal rights.
- *Civil Rights Movement*: a nationwide movement for equal rights for African Americans and an end to racial segregation
- *Segregation*: keeping people apart usually based on color or ethnicity
- *Integration*: When separated people are brought together
- *Desegregation*: the process of ending the separation of different racial, religious, or cultural groups
- *Suburbanization*: the process of moving from cities to the suburbs (areas just beyond the city borders)

- *G.I. Bill*: a government program that assists veterans and their families with housing and education.
- *Cold War*: a long period of tension between the democracies of the Western World and the communist countries of Eastern Europe. They fought indirectly in proxy wars, the arms race, and the space race.
- *Space Race*: During the Cold War the United States and the Soviet Union engaged in a competition to see who had the best technology in space; considered important because it showed the world which country had the best science, technology, and economic system.
- *Arms Race*: during the Cold War the United States and the Soviet Union became engaged in a nuclear arms race.
- *Proxy Wars*: a war fought between groups of smaller countries that each represent the interests of other larger powers, and may have help and support from these".
  - Vietnam
  - Korean
- *Briggs vs Elliot*: a case that stated separate but equal was not equal. Black children attended schools that were not equivalent to white schools.
- *Browns vs Board of Education*: a case in which black children sued the school board for the right to attend a closer school that was zoned for white students.

Day 1	Date
Standard	<b>Standard 4:</b> Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.
Objective	This lesson is an introduction to Unit 4 1950-1980
EQ	What do you know about the Cold War?
Activity	<ul style="list-style-type: none"> <li>● Give each student a copy of the academic vocabulary           <ul style="list-style-type: none"> <li>○ Read each word/term</li> <li>○ Highlight keywords</li> </ul> </li> <li>● Create a K-W-L</li> </ul>

Day 2 - 3	Date
Indicator	<b>5.4. CO</b> Compare and contrast the capitalist and communist ideologies.  <b>5.4.E</b> Analyze multiple perspectives using primary and secondary sources.
Objective	<b>I can compare and contrast communism and capitalism.</b>
EQ	What is communism? What is capitalism?

	<p>What is similar between these two ideologies?          What is different between these two ideologies?</p>
Attention Getter	<p>United States Information Agency. (1966) Communism or Freedom 1966. Bangkok. [Photograph] Retrieved from the Library of Congress, <a href="https://www.loc.gov/item/">https://www.loc.gov/item/</a></p> <p>Place students in groups of 3-5          Give each group an envelope with the communism/capitalism pictures. Have students discuss each picture. Students will create categories and sort the pictures into the categories. They need to be prepared to discuss their decisions.</p>
Instruction Time	<ol style="list-style-type: none"> <li>1) Begin with a discussion about picture sorting. Have students share how and why they sorted the pictures.</li> <li>2) Create a Venn diagram labeled communism and capitalism.</li> <li>3) Define communism and capitalism</li> <li>4) Between communism and capitalism, what would most likely be the better government? Why?</li> </ol>
Engagement	<p><a href="https://greenlight.com/learning-center/glossary/what-is-capitalism">https://greenlight.com/learning-center/glossary/what-is-capitalism</a></p> <p><a href="https://drive.google.com/drive/u/0/home">https://drive.google.com/drive/u/0/home</a></p> <p>Give each student a copy of the article strip and allow them to work together to read each strip and glue it to the Venn diagram</p>
Closure	Check the diagram for accuracy
Assessment	Exit Ticket: Name one similarity and one difference between communism and capitalism.
Differentiation	Groups based on H-M-L readers

Day 4 -5	Date
Indicator	<p><b>5.4.CX</b>          Contextualizes the tension between the United States and the Soviet Union during the Cold War.</p> <p><b>5.4.E</b>          Analyze multiple perspectives using primary and secondary sources.</p>
Objective:	<b>I can investigate the tension between the United States and the Soviet Union during the Cold War.</b>
EQ	Why would an ideological difference cause tension between the United States and the Soviet Union?
Attention Getter	Yesterday, we discussed communism and capitalism. Who can remind me what we

	<p>learned yesterday?</p> <p>True-Life Connection: You and your friend have been best buds since babies. together, you defend each other against others when they want to fight, and you even think alike. But, what happens if you do not agree on something? What happens if you have a different idea of how to do things? (argue, fight, stop hanging around each other, hang around those who agree with us.</p>
Instruction Time	Group Reading: Students who volunteer to read are chosen to read a segment of the article. After each segment, the teacher will demonstrate how to analyze the article (stop at Kennedy and the Cold War). Students will do what the teacher has modeled.
Engagement	Give students two copies of the world map. On map 1, students will color the Allies and the Axis of WWII. On the second map, students will color the made of countries in The Cold War.
Closure	Write a short paragraph on observations.
Assessment	Map and paragraph
Differentiation	Students will work on paragraphs together

Day 6	Date
Indicator	<p><b>5.4.CX</b> Contextualize the tension between the United States and the Soviet Union during the Cold War (i.e. The Space Race)</p> <p><b>5.4.E</b> Analyze multiple perspectives using primary and secondary sources.</p>
Objective:	I can investigate the tension between the United States and the Soviet Union during the Cold War that led to the Space Race.
EQ	Why would an ideological difference cause a Space Race between The United States and the Soviet Union?
Attention Getter	Read Aloud <i>Hidden Figures</i> picture book.
Instruction Time	<p>Ask:</p> <ul style="list-style-type: none"> <li>• What special strength did Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden use to help the United States?</li> <li>• What special strength did Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden use to help the United States?</li> <li>• What was Sputnik? When the Russians launched it into space, how did this affect Katherine's job? How did the National Advisory Committee for Aeronautics change?</li> </ul>

	<ul style="list-style-type: none"> <li>• Katherine, Dorothy, Christine, and Mary faced many obstacles that made it difficult to do their jobs. In what ways did the women overcome the challenges they faced?</li> <li>• The black workers' computers and the white workers' computers ate in separate cafeterias, separate water fountains, and separate parts of the building even though they were doing the same job. What other injustices did you observe in the book?</li> </ul>
Engagement	Put students into groups based on academic levels 1-4. Students will work together to complete a summarizing organizer.
Closure	Groups share what they put on the summary.
Assessment	summary
Differentiation	<a href="https://school.teachingbooks.net/clp.cgi?master_id=59417&amp;lf_id=9&amp;level=1">https://school.teachingbooks.net/clp.cgi?master_id=59417&amp;lf_id=9&amp;level=1</a>

Day 7	Date
Indicator	<p><b>5.4.CX</b> Contextualize the tension between the United States and the Soviet Union during the Cold War (the Arms Race)</p> <p><b>5.4.E</b> Analyze multiple perspectives using primary and secondary sources.</p>
Objective:	I can investigate the tension between the United States and the Soviet Union during the Cold War that led to the Arms Race.
EQ	Why would an ideological difference cause an Arms Race between The United States and the Soviet Union?
Instruction Time	Read the article <i>Arms Race, Space Race</i> Stopping at Cuban Missile ( <a href="https://www.khanacademy.org/humanities/whp-origins/era-7-the-great-convergence-and-divergence-1880-ce-to-the-future/x23c41635548726c4:other-materials-origins-era-7/a/arms-race-space-race#:~:text=The%20resulting%20arms%20race%20shaped,neither%20would%20risk%20an%20attack.">https://www.khanacademy.org/humanities/whp-origins/era-7-the-great-convergence-and-divergence-1880-ce-to-the-future/x23c41635548726c4:other-materials-origins-era-7/a/arms-race-space-race#:~:text=The%20resulting%20arms%20race%20shaped,neither%20would%20risk%20an%20attack.</a> )
Engagement	Jigsaw ( <a href="https://www.jigsaw.org/">https://www.jigsaw.org/</a> ) read the article
Closure	Have each group share what they learned from the article
Assessment	Teacher observation, jigsaw
Differentiation	Students are grouped h-m-l

Day 8	Date
Indicator	<b>5.4.CX</b> Contextualize the tension between the United States and the Soviet Union during the Cold War (the Korean War and Vietnam) <b>5.4.E</b> Analyze multiple perspectives using primary and secondary sources.
Objective:	I can investigate the tension between the United States and the Soviet Union regarding the Korean and Vietnam wars.
EQ	Why would an ideological difference affect The United States and the Soviet Union during the Korean and Vietnam Wars?
	<b>The lesson comes from Learn Bright</b>
Instruction Time	<ol style="list-style-type: none"> <li>1. Display a large map of Korea and Vietnam. Ask students if they have ever heard of Korea or Vietnam.</li> <li>2. Make two columns and allow students to share responses about each, list them in the appropriate columns.</li> <li>3. Next ask students if they ever heard of the Korean War and the Vietnam War, and continue listing their responses in the appropriate column.</li> <li>4. Introduce the students to the topic, The Korean and Vietnam Wars.</li> <li>5. Distribute the Korean and Vietnam Wars content pages.</li> <li>6. Read and review the information with the students, clarifying the various reasons for each war, results, people involved, protests related to the Vietnam War, etc.</li> <li>7. Allow students time to respond and discuss any misunderstandings or questions they may have about either war</li> </ol>
Engagement	Complete comparison chart
Closure	If you were an adult living during the Vietnam War, do you think you would have protested or signed up to fight in the war? Why?
Assessment	Comparison chart
Differentiation	Students will turn in comparison chart

Day 9-10	Date
Indicator	<b>5.4.P</b> Summarize the economic, political, and social changes in the U. S. after World War II.
Objective:	I can summarize the social aspects of the G.I. Bill and suburbanization.
EQ	What is suburbanization? How did the G.I. Bill affect society after WWII?

Attention Getter	<p>On a piece of paper, ask students to draw a quick sketch of the neighborhood in which they live. Ask for volunteers to share their sketches. Then discuss briefly</p> <p>* Is your neighborhood crowded, or is it spread out?  * What kinds of buildings are most common (free-standing houses, tall apartment buildings, etc.)?  * If you had to describe your neighborhood as one of the following, which would it be? Urban, rural, or suburban?</p>
Instruction Time	<p>Write the words “urban,” “rural,” and “suburban” on the board, and ask students to define. (Make sure that in their definition, they note that “urban” connotes city, “rural” connotes country, and “suburban” means an area outside of a city, often serving as a residence for people who work in that city.)</p>
Engagement	<p>Display population maps  <a href="https://teachrock.wenginepowered.com/wp-content/uploads/Portland-Population-Chart.gif">https://teachrock.wenginepowered.com/wp-content/uploads/Portland-Population-Chart.gif</a>  <a href="https://teachrock.wenginepowered.com/wp-content/uploads/Chicago_Population_Chart.jpg">https://teachrock.wenginepowered.com/wp-content/uploads/Chicago_Population_Chart.jpg</a></p> <p>Explain to students that the GI Bill passed in 1944, was designed to ease the transition back to civilian life for returning World War II veterans. An important provision of the bill was low-cost, government-backed mortgages that made home ownership attainable for many who otherwise might not have been able to afford a house. The bill also allowed many to go to college who would not be able to go to school.</p>
Closure	<p><a href="https://teachrock.org/lesson/the-beach-boys-and-the-sound-of-the-suburbs/">https://teachrock.org/lesson/the-beach-boys-and-the-sound-of-the-suburbs/</a></p>
Assessment	<ul style="list-style-type: none"> <li>● Where does the family in the film live before they move?</li> <li>● How is that environment depicted?</li> <li>● Where do they move to?</li> <li>● How is that environment depicted?</li> <li>● What do the suburbs appear to offer young families?</li> <li>● Why might these elements appeal particularly to a returning war veteran?</li> </ul>
Differentiation	<p>Students will work in a H-L partnership on assessment questions</p>

Day 11	Date
Indicator	<p><b>5.4.CE</b>  Analyze the causes and impacts of social movements in the U. S. and South Carolina (not limited to, African Americans, <b>Chicano</b>, Native Americans, and women).</p>
Objective:	I can analyze the social movements of the minorities in the U. S. after WWII.
EQ	How were the different minorities in the U.S. treated after WWII?

Instruction Time	Read the <i>Chicano Movement</i> as a whole class ( <a href="https://www.commonlit.org/en/texts/the-chicano-movement">https://www.commonlit.org/en/texts/the-chicano-movement</a> )
Engagement	<ol style="list-style-type: none"> <li>1. What are the effects of prejudice? How were the challenges faced by Mexican Americans a result of prejudice?</li> <li>2. In your opinion, why is the Chicano Movement less well - known than the African American Civil Rights Movement in the U.S.? What factors led to this difference?</li> </ol>
Closure	<p>Create a matchbox foldable (tutorial <a href="https://www.youtube.com/watch?v=HM0ee9z_qwI">https://www.youtube.com/watch?v=HM0ee9z_qwI</a> )</p> <ol style="list-style-type: none"> <li>1) Front cover- picture and title</li> <li>2) Inside cover- the who. what, when, and why <ol style="list-style-type: none"> <li>a) Short</li> <li>b) Bullets</li> </ol> </li> </ol>
Assessment	Matchbox
Differentiation	Whole group

Day 12	Date
Indicator	<b>5.4.CE</b> Analyze the causes and impacts of social movements in the U. S. and South Carolina (not limited to, African Americans, Chicano, <b>Native Americans</b> , and women).
Objective:	I can analyze the social movements of the minorities in the U. S. after WWII.
EQ	How were the different minorities in the U.S. treated after WWII?
Instruction Time	<p>Read <a href="#">AIM</a></p> <ul style="list-style-type: none"> <li>● Read as a class</li> <li>● Annotate</li> <li>● Discuss</li> </ul>
Engagement	<ol style="list-style-type: none"> <li>1. What are the effects of prejudice? How were the challenges faced by Mexican Americans a result of prejudice?</li> <li>2. In your opinion, why is the Chicano Movement less well - known than the African American Civil Rights Movement in the U.S.? What factors led to this difference?</li> </ol>
Closure	Create a matchbox foldable

Assessment	Matchbox
Differentiation	Whole group

Day 13	Date
Indicator	<b>5.4.CE</b> Analyze the causes and impacts of social movements in the U. S. and South Carolina (not limited to, African Americans, Chicano, Native Americans, and <b>women</b> ).
Objective:	I can analyze the social movements of the minorities in the U. S. after WWII.
EQ	How were the different minorities in the U.S. treated after WWII?
Instruction Time	Read " <a href="#">Women's Rights</a> " As a class, annotate and discuss the concepts being taught.
Engagement	<ol style="list-style-type: none"> <li>1. What are the effects of prejudice? How were the challenges faced by Mexican Americans a result of prejudice?</li> <li>2. In your opinion, why is the Chicano Movement less well-known than the African American Civil Rights Movement in the U.S.? What factors led to this difference?</li> </ol>
Closure	Create a matchbox foldable
Assessment	Matchbox
Differentiation	Whole group

Day 14	Date
Indicator	<b>5.4.CE</b> Analyze the causes and impacts of social movements in the U. S. and South Carolina (not limited to, <b>African Americans</b> , Chicano, Native Americans, and women).
Objective:	I can analyze the social movements of the minorities in the U. S. after WWII.
EQ	How were the different minorities in the U.S. treated after WWII?
Instruction Time	As a class read <a href="https://kids.britannica.com/kids/article/civil-rights-movement/403522">https://kids.britannica.com/kids/article/civil-rights-movement/403522</a> <ul style="list-style-type: none"> <li>● Annotate the article</li> <li>● Have a class discussion as needed to explain what was happening</li> </ul>
Engagement	<ol style="list-style-type: none"> <li>1. What are the effects of prejudice? How were the challenges faced by Mexican Americans a result of prejudice?</li> <li>2. In your opinion, why is the Chicano Movement less well-known than the</li> </ol>

	African American Civil Rights Movement in the U.S.? What factors led to this difference?
Closure	Create a matchbox foldable
Assessment	Matchbox
Differentiation	Whole group

Day 15	Date
Indicator	5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of <b>Briggs v. Elliott</b> and <b>Brown v. Board of Education</b> .
Objective:	I can explain the things that stayed the same and the things that changed in the U.S. after the Briggs vs. Elliott case.
EQ	What were the results of the Briggs vs. Elliot case?
Instruction Time	The teacher will read Small Shoes, Great Strides picture book to students.
Engagement	<a href="https://www.pbs.org/wgbh/americanexperience/features/blinding-isaac-woodard-briggs-v-elliott/">https://www.pbs.org/wgbh/americanexperience/features/blinding-isaac-woodard-briggs-v-elliott/</a> Students will read the article and observe the images.
Closure	Groups will discuss what Briggs vs. Elliot was and how it affected education.
Assessment	Students will create a Venn Diagram identifying the differences in education between the black and white community.
Differentiation	Groups will be heterogeneously grouped.

Day 16	Date
Indicator	5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and <b>Brown v. Board of Education</b> .
Objective:	To see continuities and changes in the United States and SC following the court decision of Brown vs. Board of Education
EQ	How did Brown vs. Board of Education influence schools today?
Instruction Time	Youtube: <a href="https://www.youtube.com/watch?v=aX9Dmo24_cc">https://www.youtube.com/watch?v=aX9Dmo24_cc</a>
Engagement	Students complete a video guide.

Closure	Connect through Writing: What would have happened had the Supreme Court agreed with the Board of Education instead of the NAAC?
Assessment	Connect through Writing
Differentiation	Video guides will be provided for students with extended time accommodations to highlight the answers.

Day 17	Date
Indicator	Standard 4: Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.
Objective:	To prepare for the unit test
EQ	What areas do I need to study to be prepared for my test?
Instruction Time	Students will review using a program such as Kahoot! Gimkit, or Blookit
Engagement	Review game
Closure	Students can ask any clarifying questions
Assessment	Review game report
Differentiation	Students who get over-excited or lose their temper will be asked to watch the game and not participate

Day 18	Date
Indicator	Standard 4: Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.
Objective:	I can demonstrate an understanding of the conflicts, innovations, and social changes in the United States and South Carolina, from 1950-1980
EQ	Can I demonstrate an understanding of the conflicts, innovations, and social changes in the United States and SC from 1950 -1980?
Instruction Time	Summative Assessment
Differentiation	Students with IEP, 504, or below level in reading, will have the test read to them. Some students will be moved to the library for small-group testing.

<b>Learning Extensions:</b>	Students will be able to research topics of interest using SCDiscus or Library of Congress.
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