

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Third Grade Social Studies.

UNIT 5 – “Rights and Freedoms for Everybody”

Elaborated Unit Focus

In this unit, students will continue their study of the foundation of the United States. Students will examine the *beliefs and ideals* of certain historical figures in order to explain why they made the choices they did. Students will understand that *individuals, groups, and institutions* have an effect on society whether intentional or not by learning about the contribution to the rights and freedoms in a democracy provided to us by Eleanor Roosevelt, Thurgood Marshall, and Lyndon B. Johnson. Finally, students will learn about *location* and how it affects people in a given area.

Standards/Elements

SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.

- a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), **Eleanor Roosevelt** (United Nations and human rights), **Thurgood Marshall** (civil rights), **Lyndon B. Johnson** (Great Society and voting rights), and Cesar Chavez (workers’ rights).
- b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3CG2 The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

- a. Identify on a political map specific locations significant to the life and times of these historic figures.
- b. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
- c. Describe how each of these historic figures adapted to and was influenced by his/her environment.
- d. Trace examples of travel and movement of these historic figures and their ideas across time.
- e. Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.

Enduring Understandings/Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

K-5 EU: The student will understand that people's ideas and feelings influence their decisions.

- How did Thurgood Marshall's beliefs affect his fight for civil rights?
- Why was it important to Lyndon B. Johnson that all people had the right to vote?
- How were the beliefs of Lyndon B. Johnson, Thurgood Marshall, and Eleanor Roosevelt similar?

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How did actions of Eleanor Roosevelt expand the rights and freedoms of people in our country?
- How did the actions of the government impact Lyndon B. Johnson?
- How were Thurgood Marshall's actions related to the actions of others?

Location: The student will understand that location affects a society's economy, culture, and development.

K-5 EU: The student will understand that where people live matters.

- What role did Eleanor Roosevelt's beliefs in human rights?
- What affect did location and culture have on Thurgood Marshall's location play in his work to improve civil rights?
- How did the region in which Lyndon B. Johnson lived have an impact on the people of America?
- In which way was Thurgood Marshall influenced by his environment?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>BACKGROUND INFORMATION: Thurgood Marshall View http://www.stamps.org/kids/images/thurgood.pdf for excellent background about Thurgood Marshall from childhood to adulthood. Excellent background building activities for students.</p> <p>Thurgood Marshall: Review why Thurgood Marshall’s work to protect human rights is important. As a follow-up to the Vocabulary Matrix activity, apply how those words related to Thurgood Marshall’s life from information gained from a trade book read or from the internet. Use the Character Traits handout to complete the activity.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Complete the Character Traits handout on overhead for students to copy from • Have students complete a concept map on the importance of protecting human rights and/or the First Amendment (see link) http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf 	<p>SS3H2a,b SS3G2a,b,c,d,e SS3CG2; ELA3R2a,f; ELA3R3a,b,c,f, g,h,i</p>	<p>Observation Constructed Response; Discussion</p>
<p>Thurgood Marshall: Using the “All Mixed Up” handout, students must research using a variety of resources (trade books, internet, encyclopedia, etc.) to correctly piece together the time, events, and locations of four famous cases won by Thurgood Marshall. By doing so, students will build understanding of how these cases helped influence Thurgood Marshall and the civil rights movement. In addition to the description from the handout, some points to ponder include:</p> <ol style="list-style-type: none"> 1. What is the name of the case? 2. When was the case heard? 3. What was the problem that caused the case to be brought to the Supreme Court? 4. What was the result of the case? 5. How did the result of the case affect the American people? <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide access to information sources on a variety of reading levels • Provide a research guide (see Mod attachment 1) • As an alternative to the research guide, graphic organizers can be used (see link) http://www.eduplace.com/graphicorganizer/pdf/4column.pdf • Predetermine specific questions for students to answer about the cases. For example: <ol style="list-style-type: none"> 1. What is the name of the case? 2. When was the case heard? 3. What was the problem that caused the case to be brought to the Supreme Court? 	<p>SS3H2a,b SS3G2e ELA3R3a,g,h, ELA3W1d,i,j,k</p>	<p>Selected Response;</p>

<p>4. What was the result of the case? 5. How did the result of the case affect the American people?</p>		
<p>Thurgood Marshall: Once students have read about and learned Thurgood Marshall, allow partners to create questions that they would use to interview Thurgood Marshall. One student will write the questions, while the other student answers the questions in regard to how they would feel if he or she experienced the same sort of circumstances as Thurgood Marshall might have. **See attachment “Read All About It!”</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Brainstorm a list of questions as a whole group and display them on the board. These questions can be used in addition to others that partners come up with. Assign partner groups strategically The teacher can work with a small group to come up with appropriate answers to interview questions 	<p>SS3H2a,b SS3CG2 ELA3R3a,c</p>	<p>Constructed Response</p>
<p>BACKGROUND INFORMATION: Lyndon B. Johnson View http://www.whitehouse.gov/history/presidents/lj36.html for excellent background about Lyndon B. Johnson.</p> <p>Lyndon B. Johnson: After reading about the Voting Rights Act of 1965, have students write a short newspaper report about what took place, Lyndon B. Johnson’s role, and why the law was needed. Discuss how his positive character traits helped him become a humanitarian and impacted the rights and lives of all Americans.**The template for the newspaper article will guide the student what to write about in each section.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Provide graphic organizers for writing the newspaper report and analyzing the character of LBJ (see links) http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf http://www.educationoasis.com/curriculum/GO_pdf/Character_map_boy.pdf Complete the graphic organizers as a whole class with a copy on the overhead to ensure that students get the important concepts listed in the assessment description. <p>Lyndon B. Johnson: As a follow up to the previous activity, have students create a poster in which they draw a picture of President Lyndon B. Johnson as he was signing the Voting Rights Acts of 1965. Include on their picture a caption that answers the questions Who? What? When? Where? and Why?</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Allow students to use the 5 Ws graphic organizer completed in the previous activity Provide access to a word processor for students to type and print their captions <p>Allow students to dictate their input for the caption</p>	<p>SS3H2a,b SS3G2a,b,c,d,e SS3CG2 ELA3R3a ELAWd,i,j,k</p>	<p>Observation; Discussion; Constructed Response</p>

<p>Lyndon B. Johnson: Lyndon B. Johnson was quoted as saying “<i>It is wrong...to deny any of your fellow Americans the right to vote in this country.</i>” Before discussing the quotation from President Johnson, allow individual students to carefully read it and write what it means to them. Share in small groups what they wrote. Work together to combine ideas and select one of the group members to either give a short speech, mural, or poster with speech balloons about the importance of voting in a democracy.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide an organizer for students to write their ideas on the importance of voting in a democracy (See link) http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf • The teacher might work with a small group of struggling students to facilitate the group discussion 	<p>SS3H2a,b SS3CG2 ELA3R3e,i,l ELA3W1 b,c,d</p>	<p>Discussion and Dialogue; Selected Response</p>
<p>Lyndon B. Johnson: View http://streaming.discoveryeducation.com/index.cfm?location=gpb to learn more about The Great Society. While watching the film clip, students will create three questions and write them in the questions column of the <u>LBJ Quiz</u> handout. Think about things that affected his life and about his contributions to democracy. Students will work with a partner and exchange their student-created quizzes with each other. After answering each other’s quizzes, the students will compare their answers.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Complete the handout as a whole group on the overhead screen and let students copy the information onto their individual handouts • Predetermine 3 questions and present them to students prior to viewing then stop during viewing to answer the questions 	<p>SS3H2a,b SS3G2e SS3CG2 ELA3R3c,g,j ELA3W1d</p>	<p>Observation; Constructed Response</p>
<p>Lyndon B. Johnson- Mapping His Life- As students learn more about the important events (where he was born and grew up, as well as events that related to helping others impacting their live, Great Society Speech, voting rights, etc.) in President Johnson’s life, create a Geography Scrapbook of maps showing the locations of important places in the life of Lyndon B. Johnson.**This can actually be replicated for any of the historical figures studied throughout the units so you may want to incorporate it earlier for Thurgood Marshall as well.</p> <ul style="list-style-type: none"> • List the roles he played in each that had an impact on others, and write a short explanation of how his being in each location impacted the lives of others. • Students are encouraged to either draw pictures of the states, research and print from the internet, or cut out of magazines. • Scrapbook pages should include not only illustrations, but labels, and written descriptions. 	<p>SS3H2a,b SS3G2e ELA3W1b,c,d,e i,j</p>	<p>Selected Response</p>

<ul style="list-style-type: none"> Encourage students to include the latitude and longitude as part of their labels. **To assemble scrapbook, simply layer 2-4 pages of construction paper, fold in half like a card, and staple a binding on the left side. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Provide an organizer for students to enter information about the locations and what he did in each location (see links) http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf http://www.eduplace.com/graphicorganizer/pdf/4column.pdf Assign peer partners 		
<p>Eleanor Roosevelt Conduct additional research about Eleanor Roosevelt and her activities as a First Lady. Find out what issues she was most concerned with and what she did to promote those issues. Choose one of the issues and write a brief report about one cause she worked for as a First Lady. Use graphic organizer to help organize ideas while researching.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> The teacher might choose to read aloud to a small group of students and complete the organizer together 	<p>SS3H2a,b SS3G2a,b,c,d,e SS3CG2 ELA3R3a,g,h,j,l,m ELA3W1a,b,c,d,e,i,j,k</p>	<p>Constructed Response</p>
<p>Eleanor Roosevelt Discuss the differences between the vocabulary <i>universe</i>(everything that exists including the earth, planets, and stars) and <i>universal</i>(affecting or relating to the whole world). Ask students in their own words what a “Declaration of Human Rights” means to them. Use a trade book to focus the discussion about Eleanor Roosevelt’s work with the United States and the creation of the “Universal Declaration of Human Rights.” (Using the internet, search for the phrase “Declaration of Human Rights” to help find appropriate material) to focus the discussion about Eleanor Roosevelt’s work with the United States and the creation of the “Universal Declaration of Human Rights.” Encourage a discussion comparing the Universal Declaration of Human Rights to the Declaration of Independence. As a follow-up activity, allow small student groups to work together to identify the rights they think everyone in the world should have. Create a mural showing these rights and why they think each is important.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> Conduct a teacher-led small group to facilitate the identification of rights for struggling students 	<p>SS3H2a,b ELA3R2a,e,f ELA3R3g,i,j,m</p>	<p>Discussion and Dialogue; Constructed Response; Observation</p>
<p>Eleanor Roosevelt Use what you have learned to design a postage stamp honoring Eleanor Roosevelt. A helpful tool to show examples of postage stamps as well as what to incorporate on one is http://www.stamps.org/kids/kid_StampFun.htm.</p>	<p>SS3H2a,b SS3CG2 ELA3R3f,g,</p>	<p>Selected Response</p>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Show examples of other postage stamps honoring great people (see link) http://shop.usps.com/webapp/wcs/stores/servlet/StampArchiveView?langId=-1&storeId=10001&catalogId=10152 • Allow students to use Internet images to design their stamps (see link) http://www.nps.gov/elro/photosmultimedia/index.htm 		
<p>Read the free Weekly Reader article “Celebrate Volunteers” and read with a partner. Together make connections between the accomplishments of the present-day volunteers and their work to make life better and compare those actions with Eleanor Roosevelt, Thurgood Marshall, or Lyndon B. Johnson. It would be best if each group did not make connections to the same historical figure. Connections can be made using a Two-column chart or chart paper. Have groups share and discuss any commonalities or differences.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • As an alternative to partner work, the teacher might lead a small group of struggling learners by reading the article aloud and helping students make connections between present day volunteers and the historical figures listed. 	<p>SS3H2a SS3G2b,d,e SS3CG2 ELA3R3a,f,i,q</p>	<p>Selected Response; Discussion and Dialogue; Observation</p>

Sample Performance Task

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Standards: SS3H2a, b; SS3G2a-e

Description of Task:

You are asked by your teacher this question: “Which individual would you hire: Thurgood Marshall, Lyndon B. Johnson, or Eleanor Roosevelt?” One way an employer decides whom to hire is by looking over each person’s resume` - a personal summary of job experience and accomplishments. Using your knowledge gained about the historical figure you will be assigned, you will use biographies, ideas from unit, and other resources such as the internet to gather your information in support of this person. You and your group will then complete the resume` for your historical figure showing examples of his/her beliefs and ideals and positive character traits that helped influence individuals and society. Finally, your teacher (future employer) will hold a job fair, posting positions that may be applied for. In order for your historical figure to be hired for this particular job, your group will write a short persuasive writing piece detailing why he or she is the best person for the job according to your research.

Step 1 Show students sample from a book or Microsoft Word resume wizard on how to write a resume`. Point out the information that each resume` includes: *name, address, education, job experience, and achievements*.

Step 2 Next divide the students into groups of 3-4 and allow them to draw the name out of a hat or bag. Due to only 3 historical figures being researched for this activity, more than one group may be researching the same person.

(It will be interesting to see if the groups' findings and interpretations are similar and are encouraged to compare and contrast later among groups.)

Step 3 Provide each with access to biographies of each as well as the unit information collected and learned about the assigned historical figure. Each group will research using books, information from lessons, and the internet if available to keep a record of the accomplishments of the person upon whose life story is based.

Step 4 Each group will use the information it gathers to write a resume` for the individual using a resume template. Resumes may be handwritten, but using technology is preferred if available.

Step 5 After students create the resume for the assigned historical figure, the teacher will hold a job fair with several "booths" posting positions around the classroom. Beforehand, the teacher and students will examine several job advertisements from the newspaper's classified ads or online resources. After teacher models how to write a job description, students will create classified ads for the different historical figures.

Step 6 After deciding on the best job to interview for, each group will write a persuasive paragraph that explains why their famous person is most qualified for a job according to their actions, character traits, and the influence he or she has had on society. Details from the biographies, research, and unit ideas should be incorporated into their arguments. The goal is to persuade the employer to hire this historical figure.

Step 7 After all the research and writing requirements are complete, hold the job fair with parent volunteers or other school personnel running the booths. Each group will present their resume and persuasive writing paragraph to at least two future employers.

Modifications:

- Provide graphic organizers for character studies that will assist students in organizing their information about their assigned historical figures (see links)

http://edhelper.com/teachers/Storytelling_graphic_organizers.htm

http://www.educationoasis.com/curriculum/GO/character_story.htm

- Provide graphic organizer for developing a persuasive writing piece (see link)

<http://www.region15.org/curriculum/pwp.pdf>

- Work with a small group of struggling students to guide them through the process and components of the task

Map and Globe Skills:
4,7,8,

Information Processing Skills:
3,5,10,11,13,

Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Completes research criteria of historical figure: character traits impact on society chronological career accomplishments	Research was not correctly completed.	Some of the research criteria was completed.	Completes all of the research criteria was accomplished.	
Resume of historical figure describes important events that helped expand the rights and freedoms of others.	Resume does not correctly describe important events that helped expand the rights and freedoms of others..	Resume describes important events but is mixed with correct and incorrect information.	Resume correctly describes important events that helped expand the rights and freedoms of others.	In addition to meets, the student explains why the events in the resume were important and how these events created change.
Classified ad describes a job that would be appropriate for the work of the historical figure.	Classified ad does not correctly describe a job that would be appropriate for the work of the historical figure.	Classified ad describes a job but does not match the actions of the historical figure.	Classified ad correctly describes a job that would be appropriate for the work of the historical figure.	In addition to meets, the students explains how the classified ad can be applied to people in the present.
Persuasive paragraph explains why the historical figure's actions are the best qualified for the job.	Persuasive paragraph uses incorrect facts to explain why the historical figure's actions make him/her the best qualified.	Persuasive paragraph does not always accurately explain why the historical figure's actions make him/her the best qualified.	Persuasive paragraph correctly explains why the historical figure's actions make him/her the best qualified.	In addition to meets, the student analyzes why the historical figures actions were so important to the time period by writing about what would happen if someone less qualified got the job.

Product Rubric for Performance Task

Criteria	Does Not Meet	Needs Improvement	Meets Expectation	Exceeds Expectation
Students have all supplies needed to set-up their Job Fair booth	Needed 2 or more items to set-up booth	Needed 1 supply to set-up booth	Booth is set-up with all necessary supplies	Booth is set-up with all necessary supplies. Desk/table is covered with an attractive display)
Group wrote a persuasive writing piece in support of their historical being the candidate for the job.	Writing piece did not provide opinions in support of the historical figure. Writing did not follow a persuasive format.	Writing piece provided some opinions in support of the historical figure. An attempt at following a persuasive format was made.	Writing piece mostly provided opinions in support of the historical figure. It was evident that the writing was persuasive using key words such as should, best, most, etc.	Writing piece accurately provided opinions in support of the historical figure. The writing was clearly written in a persuasive format. Student analyzed further making connections possibly between the other candidates or ways that the candidate could further impact society in present time.
Conventions and mechanics were properly used throughout the persuasive writing piece: spelling capitalization punctuation	5 or more errors were evident in conventions and mechanics.	3-4 errors were evident in conventions and mechanics.	1-2 errors in conventions and mechanics.	There were no errors in conventions or mechanics. Writing was appealing and creative. The audience clearly understood the author's purpose.
Conventions and mechanics were properly used throughout the resume: spelling capitalization punctuation	5 or more errors were evident in conventions and mechanics.	3-4 errors were evident in conventions and mechanics.	1-2 errors in conventions and mechanics.	There were no errors in conventions or mechanics. The resume contained details impressive to possible employers at the Job Fair.

Resources for Unit

Additional Resources that are not embedded in unit:

[American Presidents Life Portraits.mht](#).

[DA Stationery er.pdf](#)

[TMeverydayedit.pdf](#)

This unit was created by Angienik Allen, Christy Brown, Kathy Mansfield, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/21/08.

Vocabulary Matrix for Thurgood Marshall

Word	I think this means...	It actually means...
debate		
freedom of expressions		
segregation		
justice		
civil rights		
citizen		
authority		
boycott		

****This could be completed by the students or on chart paper.**

Character Traits Template

	Thurgood Marshall	

All Mixed Up

These important parts of Thurgood Marshall’s life are all out of order. Conduct research using the internet, encyclopedias or trade books to match the important events together. Once your research is complete, correctly rearrange the pieces and glue them onto another sheet of paper.

1944	St. Louis, Missouri	Right of African Americans to live in any neighborhood protected.
Segregation of public school ends	New Orleans, Louisiana	Harris County, Texas
1961	1954	Right of African Americans to eat at same restaurants as others protected.
Topeka, Kansas	Right of African Americans to vote in certain elections protected.	1948

Exclusive Interview with Thurgood Marshall

Job Assignment- You have just been assigned to interview one of America's heroes of justice, Thurgood Marshall. The public wants to know the reasons behind his desire to protect human rights. As a reporter it is your job to uncover the truth and inform the American people, and even the world, about this legendary citizen. Use ideas and terms from your Vocabulary Matrix to help formulate your questions. Finally, give your questions to a partner and have him answer as Thurgood Marshall might have answered. Remember to use the 5 W's (Who, What, When, Where, Why) to help write your questions.

Who _____
_____?

What _____
_____?

When _____
_____?

Where _____
_____?

Why _____
_____?

Hickory Flat STAR

Voting Rights Act of 1965

Reported By: _____

“Voting Rights to All”

(Describe what took place)

“Protector of Freedom”

(Describe LBJ’s role)

“The Need For Change”

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- 1 *Protector of Freedom*
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Lyndon B. Johnson Quiz

Question 1

Answer 1

Question 2

Answer 2

Question 3

Answer 3

Ways Eleanor Roosevelt Contributed



In New York State	In the United States	In the World