



## Taking a Stand and Making a Difference in the United States, From 1850-1970

(emphasis on California History)

Grade 5

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### INTRODUCTION:

1850 was an exciting time in history. The state of California was newly admitted to the Union. America won its independence in 1776, and our burgeoning nation was just 74 years old. Despite this, myriad examples of segregation, legalized and defacto, affected many communities across the nation. Between 1850-1865, chattel slavery existed. After the Civil War, the American South instituted Jim Crow Laws. Though California was a free state before slavery ended, pervasive racial segregation and discrimination existed in a variety of forms; continuing for decades after the Civil War and Reconstruction. Defacto segregation endured throughout most of the 20<sup>th</sup> Century.

BIG IDEAS: Evaluate stories of difference-makers in US/CA history from multiple perspectives.

### COMPELLING QUESTION:

How have people taken a stand and made a difference in America from 1850-1970?

### SUPPORTING QUESTIONS:

1. -What are characteristics of people who take a stand?
2. -What social conditions in America caused people to take a stand?
3. -What makes a person a leader?
4. -What is courage? What makes a person courageous?
5. -How have Biddy Mason, Fred, Korematsu, Sitting Bull, Jackie Robinson and Mendez v. Westminster contributed to making California a state that exemplifies our Declaration of Independence and the United States Constitution?

### EXPECTED LEARNING OUTCOMES:

- Students will learn about Biddy Mason, Fred Korematsu, Jackie Robinson, Mendez v. Westminster, and Sitting Bull, and explain how each of these people/groups took a stand and made a difference.

- Students will identify character traits that leaders possess, and cite evidence from the lives (using primary and secondary sources) of the aforementioned people to support their assertions.
- Students will be able to evaluate and analyze quotes through close reading. Students will extrapolate and explain main ideas. Students will think critically and cite evidence from their text and other documents to support their reasoning/conclusions.
- After extensive experience with primary and secondary sources throughout this unit, students will identify verbally and in writing the difference between these two types of sources.

#### HISTORY SOCIAL-SCIENCE STANDARDS

D2.His.1.3-5 Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.3.3-5 Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.Civ.9.3-5 Use deliberative processes when making decisions or reaching judgments as a group.

D2.Civ.12.3-5 Explain how rules and laws change society and how people change rules and laws.

D2.Civ.13.3-5 Explain how policies are developed to address public problems.

D2.Civ.14.3-5 Illustrate historical and contemporary means of changing society.

D1.5.3-5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

D2.Geo.3.3-5 Use maps of different scales to describe the locations of cultural and environmental characteristics.

D2.Geo.6.3-5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

#### ELA/LITERACY COMMON CORE STANDARDS

CCSS.ELA-Literacy RI 1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inference from the text.

CCSS.ELA-Literacy RI 1.2: Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text.

CCSS.ELA-Literacy RI 1.3: Explain the relationships or interaction between two or more individuals, events, ideas or concepts in historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g. *consequently*, *specifically*).

CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).  
CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### ASSESSMENT/PERFORMANCE TASKS:

Team Display Boards (teams will jigsaw to teach about other leaders)  
Social Justice Timeline  
Acrostic poetry  
Opinion essays  
Oral presentations

#### ACADEMIC VOCABULARY:

expound, petition, defacto, perspective, segregation, internment

#### PRIMARY SOURCE DOCUMENTS:

Copies of photos of Biddy Mason and Fred Korematsu, a copy of the Loyalty Questionnaire given to Japanese Americans during WWII, a copy of the poster announcing the “evacuation” of all Japanese persons in 1942. Photos of Sitting Bull and Jackie Robinson, and copies of photos of Jim Crow segregation signs.

#### SECONDARY SOURCE DOCUMENTS:

Journal excerpts, accounts from newspapers, books and historical societies.

#### ARTIFACTS:

Slave bag, Native American bag,

#### MOTIVATION:

As the students engage in a yearlong analysis and evaluation of our classroom theme, “Taking a Stand and Making a Difference”; they will learn to think like historians. Students will further learn that their actions can make a difference in society, and create positive change, much like Jackie Robinson, Sitting Bull, Fred Korematsu, Biddy Mason and the Mendez Family did.

#### MAKING CONNECTIONS:

Students will evaluate primary and secondary sources that pertain race relations in the United States over a 120-year period, from 1850-1970. Students will analyze how the actions of difference-makers in California frequently affected policy across the nation.

## PROCEDURES/INSTRUCTIONAL SEQUENCE:

Day 1:

In a whole group setting, ask students to cite examples of people who are helping to create positive change in the world today. Discuss why their actions are effective.

Give a brief synopsis of the lives and accomplishments of Biddy Mason, Sitting Bull, Fred Korematsu, Jackie Robinson, and the Mendez Family (of Mendez vs. Westminster).

1. Divide students into five teams, creating mixed-ability, heterogeneous groups. Each team will research and conduct an in-depth study on one of the difference makers. At the conclusion of their research unit, each team will share their learning jigsaw-style. To facilitate this, students will be grouped a second time, so that one person from each of the five previous groups creates a new team. In that new group, each expert teaches the other four students what he/she learned about the difference maker. Together, they will create social justice timelines and observe the overlap of events, and connection/relationships between events.

**STEP 1:** Instruct the students to read the text excerpts from their difference maker. One group will read pages from Biddy Mason's biographies.

The second group will read excerpts from a text detailing the Mendez vs. Westminster case. This group will also read Separate is Never Equal, by Duncan Tonatiuh. The picture book details the fight by the Mendez Family to end desegregation in the public schools in Westminster, California.

The third group will read excerpts from biographies about Jackie Robinson's experiences as he integrated modern baseball in 1947. This group will also read a picture book entitled, Testing the Ice: A True Story About Jackie Robinson, by Sharon Robinson.

The fourth group will read Fred Korematsu, All American Hero, by Anupam and Madhavi Sunder. This graphic novel details Korematsu taking a stand against the Japanese Internment in 1942.

The fifth group will read Who Was Sitting Bull by Stephanie Spinner. They will also read The Split History of Westward Expansion in the United States by Nell Musolf. This book depicts Westward Expansion from the perspective of Sitting Bull and other Native Americans, and also shares the same experience from the perspective of the colonists.

**STEP 2:**

Students should take turns reading their excerpts and stories aloud first. Next everyone should read the pieces silently. Students then highlight key words or phrases that are important and write down any words they don't know.

Using Cornell Notes graphic organizer, students write down three phrases they find powerful or important from the biography excerpts. Through close reading, students identify the main idea and summarize key points in the text.

Students then explain why the phrases resonate with them.

During this initial reading and team think-pair-share, students use the dictionary to define words they do not know. They cite evidence from the text, verbally (via think-pair share discussion with a partner on their team), and in writing to support their assertions of the how their difference-maker changed America.

In their teams, students will identify quotes that exemplify how each of these difference makers lived their lives, advocating for justice and equality.

Through close reading, and discussion with their teammates, students come to understand how this person took a stand and made a difference.

Day 3:

**STEP 1:**

Students will then evaluate the quotes juxtaposed with The Constitution and analyze the meaning of the quotes. Students will think critically and reason with evidence (citing specific examples) from the texts and stories to support their ideas. Students will ponder the supporting questions, "What are the characteristics of people who take a stand?" "What social conditions in America caused people to take a stand?" and "What makes a person a leader?"

**STEP 2:**

Using their notes students will write opinion (argument) essays that detail (with specific evidence to underscore their assertions), how their difference maker made strides toward social justice.

**STEP 3:**

As teams (one team per difference maker) the students will create a social justice collage about their difference maker. Each of the five collages will contain the following:

Copies of primary source pictures,  
An acrostic poem about the difference maker

Artistic depictions of the difference maker taking a stand and making a difference  
A social justice timeline that spans the difference maker's life

#### Extension/Enrichment/Cross Curricular Connections:

Students reconfigure their teams such that each team now contains one person from each of the original five teams. In these new groupings, students share their expertise about the difference maker they researched.

The new teams create a collaborative social justice timeline, combining all five difference makers on the same timeline.

Students will evaluate the similarities and differences in the strategies each difference maker employed to secure justice. Students will debrief in a whole-group setting, Socratic Seminar style.

#### Resources:

##### **Books**

1. Notable Black Americans of Achievement: Jackie Robinson by Richard Scott (pp.12-21, 26-39, 41-51)
2. Testing the Ice: A True Story About Jackie Robinson by Sharon Robinson.
3. Promises to Keep: How Jackie Robinson Changed America by Sharon Robinson.
4. Who Was Sitting Bull by Stephanie Spinner.
5. The Split History of Westward Expansion in the United States by Nell Musolf.
6. Fred Korematsu, All American Hero, by Anupam and Madhavi Sunder.
7. Bridget "Biddy" Mason, From Slave to Businesswoman by Jean Kinney Williams.
8. Open Hands, Open Heart, The Story of Biddy Mason by Deidre Robinson
9. Separate is Never Equal, by Duncan Tonatiuh.