

**Project SSTARC**  
**Social Studies Unit Lesson**

<b>Grade level and Unit Topic</b> 5 <sup>th</sup> grade- Civil Rights
<b>TEKS</b> 5.22C summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
<b>ELPS</b> <b>C3D</b> speak using grade level content vocabulary in context
<b>Objective</b> The students will identify and investigate the contributions of various racial, ethnic, and religious groups to our national identity.
<b>Materials</b> Book: <i>That is Not Fair! Emma Tenayuca's Struggle for Justice</i> by Carmen Tafolla Pecans List of various Mexican American Activist <ul style="list-style-type: none"> <li>• <b>Hector P. Garcia</b></li> <li>• <b>Alonso Perales</b></li> <li>• <b>Gustavo Garcia</b></li> <li>• <b>George Sanchez</b></li> <li>• <b>Josefina Ferrero de Bright</b></li> <li>• <b>Access to technology and books/ articles on various Mexican American activists</b></li> </ul>

**Purpose/Focus**

Students will be given a pecan. They will be asked to identify it, where does it come from, and how do we eat it. They will be instructed to shell the pecan. Teacher will lead discussion on whether it was an easy or difficult task.

**Direct Teach**

Vocabulary: justice, contribution, identity, civil rights, activist

Read Aloud: *That is Not Fair! Emma Tenayuca's Struggle for Justice* by Carmen Tafolla

Teacher will provide facts about the time the book takes place. 1925-1938.

The class will create a bubble map of the injustices taken place in the book.

**Bilingual Pair/Group Activity 1**

Students will work in their bilingual groups to identify the contributions of Emma Tenayuca and write a short paragraph about how her contributions impacted the lives of others.

**Bilingual Pair/Group Activity 2**

Students will work in groups to investigate via internet and books an assigned Mexican American activist to find out the contributions they had during the Civil Rights Movement. Students will create a trifold using the guided questions provided by the teacher

Ex.:

- What were the injustices that \_\_\_\_\_ fought for?

Topic: \_\_\_\_\_

Lesson \_\_\_ of \_\_\_

- What were the contribution of \_\_\_\_\_?
- How did the contributions of \_\_\_\_\_ impacted society?

### **Closure/Lesson Summary**

Students will present their investigations to the class.

### **Conceptual Refinement**

Small Group: Review vocabulary using the frayer model. Use examples of people from the community to reteach the tek.

### **Independent Practice:**

Students will be given different scenarios of injustices that may encounter in their daily life and will be asked to brainstorm a way they can contribute to solving the problem.

### **Content Journal Reflection**

List 3 ways you can contribute to society