

Civil Rights Movement – English/History Final Product 2015

As you saw in the films *A Time for Justice*, *Children's March*, and from reading the various BBK articles, the Civil Rights Movement was successful because everyday people were responsible for bringing about some big changes in the United States. Thinking about what you have seen and discussed; choose one of those changing moments of the Movement (i.e., Lunch Counter Sit-ins) to further investigate:

You choose one of the events/people to research (or see us for other ideas).

1. Tulsa Race Riot (1921)
2. Jackie Robinson (1947)
3. Brown vs. Board of Education (1954)
4. Montgomery Bus Boycott (1955)
5. Murder of Emmett Till (1955)
6. Integration of Little Rock Central High School in Little Rock, Arkansas (1957)
7. Ruby Bridges integrates school (1960)
8. Woolworth's Lunch-counter sit-ins (1960)
9. Freedom Rides (1961)
10. Integration of University of Mississippi – James Meredith (1962)
11. March on Washington (1963)
12. Murder of Medgar Evers (NAACP; 1963)
13. Bombing of Sixteenth Street Baptist Church (1963)
14. Children's Crusade (March; 1963)
15. Murder of three civil rights workers in Philadelphia, Mississippi (Freedom Summer and Freedom Schools; 1964)
16. Muhammed Ali (1964)
17. "Bloody Sunday" (Selma March; 1965)
18. Viola Gregg Liuzzo (Selma March; 1965)
19. Jimmie Lee Jackson (Selma March; 1965)
20. Malcolm X and Rise of Black Power movement (Black Panthers; 1961-1965)
21. Race Riots (Detroit, Los Angeles – WATTS, Bobby Seal and Huey Newton; 1967)

Descriptor: How did ordinary people challenge cultural norms and racial segregation during the Civil Rights Movement? After researching one of the Civil Rights Movement topics above, write a script that adopts the persona of a character from the Movement. Successful scripts establish historical context (set the scene); assess how racial segregation shaped cultural values and beliefs in the United States **or** describe the laws and/or practices that impacted or relate to the character's participation in the movement; use descriptive language that includes content vocabulary and is inspired by primary resources, texts from teachers, and independent research. Students will be expected to bring their characters to life through costuming and a prop or artifact that helps develop the story.

Learning Targets:

- I can assess how racial segregation, and or laws and Supreme Court decisions shaped cultural values and beliefs in the United States (SLT1:Social Studies: Behavioral Science,Political Science).
- I can describe how ordinary people elicited social and political change (SLT1: Social Studies: History)
- I can analyze how different documents address related themes and concepts (SLT-CCRI.9-10.9)
- I can prepare a presentation with organization, development, substance and style that are appropriate to purpose, task and audience (SLT-SL.9-10.4 CC Reading, Writing, Expression; CCSS.W.9-10.4).

Scoring Rubric:	4 Exemplary	3 Meets Expectations	2 Developing	1/0 Emerging
Content (History) Understanding	Integrates relevant and accurate history content with thorough explanations that demonstrate in-depth understanding.	Accurately presents history content relevant to the prompt with sufficient explanations that demonstrate understanding.	Briefly notes history content relevant to the prompt; shows basic or uneven understanding of the content; minor errors in explanation.	Attempts to introduce history content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.
Development	Presents thorough and detailed information to strongly support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents appropriate ideas to support the focus and controlling idea.	Attempts to provide details in response to the prompt, including retelling, in response to the prompt, including retelling, but lacks sufficient development or relevancy.
Speaking	Speaks clearly and articulately Uses sophisticated and appropriate language Effectively uses tone and emotion Uses an appropriately loud voice Makes effective eye contact with the audience; presentation is well-rehearsed. Students' costume and artifact are used effectively to support the development of the story.	Speaks clearly and articulately Uses a loud voice Makes eye contact with the audience; there is evidence of rehearsal. Student is appropriately dressed for the character and has a supporting artifact.	Comment is unclear; may be vague, rambling, or insufficiently explained Volume is too low. Words are mumbled Language is inappropriate and/or too colloquial. Does not make eye contact with the audience; little evidence of rehearsal exists. Student attempts to dress for the character or has an artifact that relates to the character's story.	Comment is so unclear as to make it incomprehensible Comment is irrelevant and/or inappropriate to the discussion Language is inappropriate and/or offensive; presenter is not prepared. No costume or artifact.

Students may choose to work in teams with up to 4 students. Teams of 2-3 member must all share common planning periods (either History or English); students in teams of 4 must have one common planning period and a second period where they have a writing partner. Students will have a formative check-in date on **Friday, May 15** to assess progress. Students will write their narratives in Google docs and share them with Mrs. Renaud and Mrs. Casper. Performances (in costume with prop) will begin on **Monday, May 18th** and continue through **Wednesday, May 20th**. This performance will be assessed as the final exam in English and US History. Select students will be asked to perform at the Civil War Museum on **Thursday, May 21st** at our 9th Grade Celebration of Learning.

Team Names: _____

Formative Check-In: Civil Rights Movement Final

- Do you have an opening paragraph that provides historical context (In other words - did you set the scene so the audience knows what is going on? It usually helps to provide dates, locations, etc. - also, remember the who? what? when? where? why?)
- Have you explained your character's experience in detail?
- Did you explain Jim Crow Etiquette (manners) **or** Jim Crow Laws **or** Supreme Court decisions **or** defacto/dejure segregation that relates to your character's story?
- Did you explain how your character contributed to the CRM?
- Have you found an artifact to help illustrate your character's story?
- Have you put an outfit together that is appropriate for you character and is inspired by the time period?

Concerns: _____

Team Names: _____

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