Civil Rights Unit Project

**Objective:** Students will immerse themselves in a portion of the civil rights unit, then collaborate and prepare a presentation that they will teach to the class.

**There are several tasks you will have to complete for this project:**

1. Read the section of the textbook assigned to you in its entirety. You may want to take personal notes, at least on topics discussed.
2. Based on the topics covered in your group’s section of the textbook, create a PowerPoint Presentation or Prezi. Your slideshow must have a minimum of 8 slides, including a site your source page. You may have more slides than the allotted minimum; however you will lose points for less. You must suitably cover all material in your section, and your group is encouraged to delve further to any portion that holds interest to you.
3. Since you will be presenting this to the class, you must provide some form of assignment for students to complete on the day you give your presentation. This can be guided notes, an activity, discussion questions, or a homework article. The goal is to ensure that your classmates understand what you are trying to teach them.
4. You will also provide ten test questions based on your presentation. You must ultimately decide what your classmates should be learning from your presentation and from your portion of the civil rights unit. These questions can be multiple choice, true/false, short answer, or essay. You must also provide an answer key.

You will receive both an individual and a group grade for this project. Your overall finished product will receive a group grade. However, your contribution to the project will be monitored and graded daily. If you aren’t contributing, or are off task, your will quickly lose points. Your input and ideas are valuable and necessary for your group to complete their project on time.

Here is the division of group

**Section 1:** History of Civil Rights in America, along with violations of set rights. The 14th amendment, Jim Crow Laws, and the NAACP should all be discussed. You should also highlight previous Supreme Court Civil Rights cases and their impact on African Americans.

**Section 2A:** Modern Civil Rights Movement – Battle for the Schools. Discuss the Brown vs. Board of Education case. Take note of how schools were formatted, what decision that case overturned, and the battle that ensued after the ruling. Also mention the show down in Little Rock, and the Little Rock Nine.

**Section 2B:** Modern Civil Rights Part 2: Discuss major people and events of the modern civil rights movement, including the strategies they used to protest, and physical/legal responses. Events and people to note include: The Montgomery Bus Boycott, Rosa Parks, Martin Luther King Jr., sit-ins, Malcolm X, the SCLC, and the SNCC.

**Section 3:** Modern Civil Rights Part 3: The end of Legal Segregation. Major people, events, and policies to mention include John F. Kennedy, CORE, March on Washington, Protests in Birmingham Alabama, Civil Rights Act of 1964, Freedom Summer, Voting Rights Act, Lyndon Johnson, and the Great Society

**Section 4:** Civil Rights Expand: Discuss how the push for African American Civil Rights led to the fight for rights of women, Latinos, and Native Americans. Discuss the NCAI, NOW, ERA, and assimilation. You may also comment on the status of civil rights for a variety of social groups in today’s society.

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| OUR WORK IN PROGRESS:  Students will use this checklist to ensure that their final PowerPoint/Prezi presentation is complete and correct.  The checklist is similar to the rubric by which their presentation will be graded. | | |
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**Group members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** |  | **RESPONSIBILITIES** |
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| Content |  | The information we gave was interesting or important to others. |  |
|  |  | We were well informed about our topic. |  |
|  |  | We included reliable, factual information. |  |
|  |  | We added supportive detail to the main point(s). |  |
|  |  | We utilized my prior projects for support. |  |
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| Organization |  | We organized ideas in a logical way. |  |
|  |  | The information and arguments/details were easy to understand. |  |
|  |  | We stayed focused and did not get off the topic. |  |
|  |  | The introduction included a clear statement of the main point(s). |  |
|  |  | The body of the presentation contained supportive details about the main point(s). |  |
|  |  | We included a strong conclusion was present. |  |
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| Visual Aids And Technology Use |  | Pictures and graphics improved the presentation or reinforced main points. |  |
|  |  | Pictures, graphics and their placement were creative. |  |
|  |  | Presentation was attractive. |  |
|  |  | Letters and fonts were easily viewed and read by the entire audience. |  |
|  |  | Slides contained no spelling or grammatical errors. |  |
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| Delivery |  | We maintained eye-contact most of the time. |  |
|  |  | We spoke to the entire audience, not just one or two people and everyone could hear us. |  |
|  |  | We didn't speak too fast or too slow. |  |
|  |  | We used standard grammar. |  |
|  |  | We used my notes but I did not read directly from them. |  |
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| Resources |  | We used resources that addressed the topic. |  |
|  |  | We used authentic print resources. |  |
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|  |  | We used our own words in the speech; we didn't copy all the words. |  |

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| **Presentation Rubric**  **Teacher name: Due Date: Tuesday May 7  Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Title of Presentation:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **CATEGORY** | **Excellent-10** | **Good-8** | **Satisfactory-6** | **Needs Improvement-4** |
| **Content – Accuracy** | All content throughout the presentation is accurate. There are no factual errors. | Most of the content is accurate but there is one piece of information that seems inaccurate. | The content is generally accurate, but one piece of information is clearly inaccurate. | Content confusing or contains more than one factual error. |
| **Sequencing of Information** | Information is organized in a clear, logical way. It is easy to anticipate the next slide. | Most information is organized in a clear, logical way. One slide or piece of information seems out of place. | Some information is logically sequenced. An occasional slide or piece of information seems out of place. | There is no clear plan for the organization of information. |
| **Effectiveness** | Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question. | Project is lacking one or two key elements. Project is consistent with driving question most of the time. | Project is missing more than two key elements. It is rarely consistent with the driving question. | Project is lacking several key elements and has inaccuracies. .Project is completely inconsistent with driving question. |
| **Use of Graphics** | All graphics are attractive (size and colors) and support the topic of the presentation. | A few graphics are not attractive but all support the topic of the presentation. | All graphics are attractive but a few do not support the topic of the presentation. | Several graphics are unattractive AND detract from the content of the presentation. |
| **Text - Font Choice & Formatting** | Font formats (color, bold, italic) have been carefully planned to enhance readability and content. | Font formats have been carefully planned to enhance readability. | Font formatting has been carefully planned to complement the content. It may be a little hard to read. | Font formatting makes it very difficult to read the material. |
| **Spelling and Grammar** | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings, but no grammatical errors. | Presentation has 1-2 grammatical errors but no misspellings. | Presentation has more than 2 grammatical and/or spelling errors. |
| **Cooperation** | Group shares tasks and all performed responsibly all of the time. | Group shares tasks and performed responsibly most of the time. | Group shares tasks and performs responsibly some of the time. | Group often is not effective in sharing tasks and/or sharing responsibility. |
| **Assignment for classmates: (point values are doubled)** | Assignment is well designed, relevant and directly tied to the topic of the presentation. There are significant opportunities for peer learning. | Assignment is relevant and ties to the topic of the presentation. There are sufficient opportunities for peer learning. | Assignment loosely ties in to the topic of the presentation, but misses significant opportunities for peer learning. | Assignment bears little to no relevance to the presentation. |
| **Test Questions (point values are doubled)** | Questions are well worded, show high levels of learning, and set high expectations for peer learning. | Test questions show sufficient levels of learning and relate to assigned content. | Test questions show learning occurred and loosely relate to material covered in the presentation. | Test questions are unrelated to the project completed and show little to no grasp of the material assigned. |
| **Delivery** | Members spoke at a good rate, volume and with good grammar.  They maintained eye-contact while using, but not reading their notes. | Members spoke a little faster or slower than necessary, or too quietly or loudly.  They used acceptable grammar.  They maintained eye-contact, but relied too much on their notes. | Members spoke at a good rate and volume, but used poor grammar.  They  relied heavily on their notes. | Members demonstrated having paid little attention to rate, volume or grammar.  They read nearly word for word from notes. |

Rubric: \_\_\_\_\_\_/120

Individual Participation: \_\_\_\_\_\_\_/55 points

**Total: \_\_\_\_\_\_/175**