



Librarian / Teacher Name(s): Debbie Oswald (Librarian) and Melissa Craft (Social Studies Teacher)

Primary contact's email address: dfoswald@lexington1.net

School: Pelion High School

<b>Title of Activity</b>	Civil Rights Document Based Question (DBQ)
<b>Overview</b>	<p>Students will study the Civil Rights Movement in the United States. Students will then analyze primary source documents. Students will also watch several video clips about the Civil Rights Movement from the History Channel. Students will answer a document based question in the form of a five paragraph essay. The main topics addressed in the document based question are:</p> <ul style="list-style-type: none"> <li>• How were African Americans denied equal rights?</li> <li>• What steps did individuals and groups take to fight for civil rights?</li> <li>• What steps did the United States government take in the fight for civil rights?</li> </ul>
<b>Essential Question</b>	What role did citizens and the government take during the Civil Rights Movement?
<b>Audience</b>	9 <sup>th</sup> grade World History Honors students
<b>Time Required</b>	4 class periods (90 minutes each) plus additional time outside of class to complete the Document Based Question essay
<b>Goal</b>	Students will understand the long process of the Civil Rights Movement, the key players, and the role played by individual citizens and various branches of the government during the movement.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. The Learner Will Be Able To identify key players and events of the Civil Rights Movement.</li> <li>2. TLWBAT describe the reasons for the Civil Rights Movement.</li> <li>3. TLWBAT describe steps taken by each branch of government during the Civil Rights Movement.</li> </ol>
<b>SC Standards</b>	<p><b><u>Modern World History-7.5</u></b>  <b><u>Explain the impact of</u></b> collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and <b><u>the emerging civil rights movement in the United States.</u></b></p>
<b>Digital and Other Resources</b>	<p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Woman fingerprinted. Mrs. Rosa Parks, Negro seamstress, whose refusal to move to the back of a bus touched off the bus boycott in Montgomery, Ala. 1956 [Feb. 22]. Associated Press photo. <ul style="list-style-type: none"> <li>○ <a href="https://www.loc.gov/exhibits/brown/images/br0119s.jpg">https://www.loc.gov/exhibits/brown/images/br0119s.jpg</a></li> </ul> </li> <li>• Demonstrators marching in the street holding signs during the March on Washington, 1963/MST. 1963 Aug. 28. <u>Trikosko, Marion S.,</u> photographer <ul style="list-style-type: none"> <li>○ <a href="https://blogs.loc.gov/picturethis/2013/08/march-on-washington-1963-many-new-photographs-digitized/">https://blogs.loc.gov/picturethis/2013/08/march-on-washington-1963-many-new-photographs-digitized/</a></li> </ul> </li> <li>• President Lyndon B. Johnson gives Dr. Martin Luther King one of the pens used in the signing of the Voting Rights Act of 1965, in the background are Rep. Claude Pepper (center) and Rev. Ralph Abernathy 1965. United Press International photograph. <ul style="list-style-type: none"> <li>○ <a href="https://www.loc.gov/exhibits/civil-rights-act/images/08105u_enlarge.jpg">https://www.loc.gov/exhibits/civil-rights-act/images/08105u_enlarge.jpg</a></li> </ul> </li> </ul>

**Biography in Context** online database for SC users

- Rosa Parks Biography
  - <http://ic.galegroup.com.scsl.idm.oclc.org/ic/bic1/person/actionWin?scanId=&query=&productId=BIC1&showDisambiguation=true&p=BIC1&mode=view&catId=GALE%7C00000000MPOB&u=scschools&limiter=&contentModules=&displayGroups=&display-query=&action=e&windowstate=normal&resetBreadCrumb=>
- Martin Luther King Jr. Biography
  - <http://ic.galegroup.com.scsl.idm.oclc.org/ic/bic1/person/actionWin?scanId=&query=&productId=BIC1&showDisambiguation=true&p=BIC1&mode=view&catId=GALE%7C00000000OMPST&u=scschools&limiter=&contentModules=&displayGroups=&display-query=&action=e&windowstate=normal&resetBreadCrumb=>

**Books**

- Lewis, John, et al. *March. Book One*. Marietta, GA Top Shelf Productions 2013
- Lewis, John, et al. *March. Book Two*. Marietta, GA Top Shelf Productions 2015
- Lewis, John, et al. *March. Book Three*. Marietta, GA Top Shelf Productions 2016

**eBook**

- *The Civil Rights Movement San Diego*, CA : ReferencePoint Press, c2013.

**Videos**

- Smart: Plessy v. Ferguson Historian Yohuru Williams talks about the Plessy v. Ferguson case and its effects on the Civil Rights Movement. 2017 History Channel
  - <http://www.history.com/topics/black-history/civil-rights-movement/videos/sound-smart-plessy-v-ferguson?m=528e394da93ae&s=undefined&f=1&free=false>
- Bet you didn't Know: March on Washington. 2017 History Channel
  - <http://www.history.com/topics/black-history/civil-rights-movement/videos/bet-you-didnt-know-march-on-washington?m=528e394da93ae&s=undefined&f=1&free=false>
- Bet you didn't Know: Rosa Parks. 2017 History Channel
  - <http://www.history.com/topics/black-history/civil-rights-movement/videos/bet-you-didnt-know-rosa-parks?m=528e394da93ae&s=undefined&f=1&free=false>
- Montgomery Bus Boycott. 2017 History Channel
  - <http://www.history.com/topics/black-history/civil-rights-movement/videos/montgomery-bus-boycott?m=528e394da93ae&s=undefined&f=1&free=false>
- Freedom Rides. 2017 History Channel
  - <http://www.history.com/topics/black-history/civil-rights-movement/videos/sound-smart-the-freedom-rides?m=528e394da93ae&s=undefined&f=1&free=false>
- Medgar Evers assassination. 2017 History Channel
  - <http://www.history.com/topics/black-history/civil-rights-movement/videos/medgar-evers-assassination?m=528e394da93ae&s=undefined&f=1&free=false>
- LBJ: Before the War on Poverty. 2017 History Channel
  - <http://www.history.com/topics/black-history/civil-rights-movement/videos/lbj-before-the-war-on-poverty?m=528e394da93ae&s=undefined&f=1&free=false>
- The Voting Rights Act of 1965. 2017 History Channel
  - <http://www.history.com/topics/black-history/civil-rights-movement/videos/sound->

**Classroom Materials**

- Document Based Question (DBQ) rubric
- HIPPO forms
- Textbook
- Primary source documents
- Electronic device to view video clips & ebooks

**Preparation**

**Prior Knowledge:**

- Students will already have the Enlightenment thinkers and ideas of equality, freedom, and justice in Standard 6.
- In Standard 6 students will also study the US Civil War, the ending of slavery, and Reconstruction.
- In Standard 7 the students will have studied civil disobedience and nonviolent tactics used by Mahatma Gandhi in the fight for Indian independence.

**Materials:**

- Each students will need the following:
  - Copy of the textbook
  - Kahoot on the Civil Rights Movement (Kahoot is an online game. Teachers can create questions and then students play against one another in a quiz-show style game) To create a game, teachers use the address in parentheses (<https://create.kahoot.it/>) To play the game students use the address in parentheses (<https://kahoot.it/>)
  - Copy of the DBQ rubric
  - Copy of the pre-writing chart
  - Copy of the HIPPO sheets to be filled out while rotating through the stations
  - Full-size print-outs of primary sources such as testimony, pictures, Supreme Court rulings to be analyzed at the five stations
  - Station signs so students know where to rotate to next
  - Video clips from the History Channel that will be used in one of the stations

**Procedure**

**Day 1:**

- Students will have read in the text about the Civil Rights Movement in the United States. The textbook provides an overview of the events and introduces students to key players such as Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr. It also focuses on SNCC and the landmark court case of *Brown v. Board of Education (Topeka, Kansas)*
- The class will take notes on the information.
- Students will play Kahoot on the material that has been learned.
- Students will discuss the similarities between Martin Luther King, Jr. and Gandhi.
- Students will also compare the court cases of *Plessy v. Ferguson* and *Brown v. Board of Education*.
- Students will receive the rubric for the Document Based Question.
- As a class, students will watch four video clips from the history channel about the following topics: Plessy v. Ferguson, Rosa Parks, Montgomery Bus Boycott, and the March on Washington. Students will begin filling out a video station form as they watch these videos.

**Day 2:**

- Students will go to the learning commons. Students will be placed in groups and will cycle through five stations. Each station will focus on an aspect of the document based question

**FIVE STATIONS**

- Video station
- Graphic novel station
- LOC picture station
- Destiny eBook station
- Biography In Context- DISCUS

	<ul style="list-style-type: none"> <li>Students will rotate through each of the five stations. Students will stay in each station 12-15 minutes. As they rotate through each station, they will fill out a pre-writing chart and HIPPO sheets used to analyze primary source documents. These will be used when constructing the essay.</li> </ul> <p><b><u>Day 3:</u></b></p> <ul style="list-style-type: none"> <li>Students will use the class period to begin writing the DBQ rough draft. Students will be able to confer with the teacher and peers during the writing process. Students will complete the rough draft outside of class.</li> </ul> <p><b><u>Day 4: (about one week after the day 3 activities)</u></b></p> <ul style="list-style-type: none"> <li>Students will receive the graded rough drafts back. Students will use the entire period to make corrections and address areas of weakness in their writing in order to complete the final draft. Students will complete the remainder of the final draft outside of class time for homework.</li> </ul>
<p><b>Assessment/ Reflection</b></p>	<p><b><u>Formative Assessments:</u></b> Kahoot, questioning, rough draft of the DBQ, quiz on the Civil Rights Movement</p> <p><b><u>Summative Assessments:</u></b> Final draft of the DBQ essay Questions about the Civil Rights Movement will also be on the Standard 7 test which is a summative assessment</p> <p><b><u>Reflection:</u></b> Students will complete an anonymous survey after the activities and essay is written. The reflection will focus on what they have learned and if this style of learning (rotating through primary source stations) was more helpful.</p>

Category	4 pts	3 pts	2 pts	1 pt	0 pts
<b>Introductory Paragraph &amp; Thesis Statement</b> <ul style="list-style-type: none"> <li>The introductory paragraph is well developed and contains a minimum of 4 coherent sentences.</li> <li>All sentences are of high quality, are not repetitive, and serve a function.</li> <li>The introductory paragraph gives the reader background information that would be necessary to understand the remainder of the paper</li> <li>The thesis statement is the <b>last sentence</b> in the introductory paragraph</li> <li>The thesis statement is <u>underlined</u></li> <li>The thesis statement covers all main points of the paper and is well developed.</li> </ul>	All 6 points have been met	4-5of the points have been met	2-3 of the points have been met	1 of the points have been met	None less of the points have been met
<b>1<sup>st</sup> Supporting Paragraph (Discuss ways in which African Americans were denied equal rights after the Civil War)</b> <ul style="list-style-type: none"> <li>There is a general topic sentence (GTS) that frames the paragraph</li> <li>There are at least <b>3 specific examples</b> or pieces of evidence to support the GTS.</li> <li>The specific examples are explained thoroughly</li> <li>You use transitions and make a connection between the examples, the document, and your general topic sentence so that it doesn't seem like a list of facts</li> <li>The paragraph is organized, detailed, addresses all main areas that are applicable and should be include, is coherent, is organized logically or chronologically, &amp; does not leave the reader asking questions</li> <li>All information is accurate</li> </ul>	All 6 points have been met	4-5of the points have been met	2-3 of the points have been met	1 of the points have been met	None less of the points have been met
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<b>3<sup>rd</sup> Supporting Paragraph (discuss the methods that the government has used since 1950 to deal with the inequality faced by African Americans)</b> <ul style="list-style-type: none"> <li>There is a general topic sentence (GTS) that frames the paragraph</li> <li>There are at least <b>1 specific example/piece of evidence for EACH branch of government</b> to support the GTS.</li> <li>The specific examples are explained thoroughly</li> <li>You use transitions and make a connection between the examples, the document, and your general topic sentence so that it doesn't seem like a list of facts</li> <li>The paragraph is organized, detailed, addresses all main areas that are applicable and should be include, is coherent, is organized logically or chronologically, &amp; does not leave the reader asking questions</li> <li>All information is accurate</li> </ul>	All 6 points have been met	4-5of the points have been met	2-3 of the points have been met	1 of the points have been met	None less of the points have been met
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<b>Spelling &amp; Grammar</b> This paper should be free of grammatical and spelling errors.	3 or less errors	4-7 errors.	8-11 errors	12-15 errors	over 15 errors

**TOTAL POINTS:** \_\_\_\_\_ **Multiplied by 3 =** \_\_\_\_\_ **+ 4 = GRADE OF :** \_\_\_\_\_

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Methods used by **INDIVIDUALS** and **GROUPS** to deal with the inequality faced by African-Americans since 1950



Citation:	
Historical Context	
Intended Audience	
Point of View & Purpose	
Powerful Evidence	
Outside Information	



Citation:	
Historical Context	
Intended Audience	
Point of View & Purpose	
Powerful Evidence	
Outside Information	

# How African-American were denied equal rights



Citation:	
Historical Context	
Intended Audience	
Point of View & Purpose	
Powerful Evidence	
Outside Information	



Citation:	
Historical Context	
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Methods used by the **GOVERNMENT** to deal with the inequality faced by African-Americans since 1950



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