**Civil Rights/ Inquiry-Based Research Project**

**Lesson:**

**Objective:** After researching a selected civil rights topic, students will be able to able to successfully answer the inquiry-based-question on justice. Using our library’s Ebsco databases and ebooks, students will compose a one page research essay on a selected civil rights significant person or event. They will use their research to state in their Thinklink whether or not their topic shows justice or injustice. Students will then use this information to help them locate two primary source images which demonstrate either justice or injustice.

\*Students will link the event/person of their choice to our inquiry chart to determine and prove whether or not their selected event/person was an example of justice or injustice

**Resources:** iPad, Library of Congress website, Ebsco databases and ebooks, Thinglink,

**Schedule/ Outline**

**Day1:**  -explain two different paths for inquiry question.

 - Make students aware that their topic will focus on whether or not justice was displayed

 - Show students how to use Ebsco Databases/ eBooks

 - Show students search techniques

 \*Will all be modeled for students before they begin their own research.

**Day 2:** - Students will review list of possible topics.

 - Students will be given time (10 mins) to conduct preliminary research to find 2 topics they want to work with.

 - Finalize topic and sign-up with instructor.

**Day 3:** - Gather research using Ebsco and ebooks

**Day 4:** - Introduce project and Library of Congress website

 -Teach students how to navigate website by giving them specific guidance to find materials (American History by Time Period and by Subject, Government, Politics & Law-Civil Rights, News, Journalism & Advertising-Historic American Newspapers

 - Learn how to evaluate primary source images with our *Primary Source Evaluation Worksheet (attached to lesson below)*; Gather research using Ebsco and ebooks to use in mini research essay.

**Day 5:** - Start Thinglink.

 - Assign due date for next week

 \* Conduct presentations after due date

**Civil Rights/ Inquiry-Based Research Project**

*To Kill a Mockingbird* is a novel that unveils the racism in the South during the 1960’s. The novel refers to or highlights major civil rights events that played a key role in what became one of the most important movements in the history of the United States.

For this project, you will research a civil rights event, person, or case of your choosing. Once your topic has been selected, you will begin researching and following the guided questions on the inquiry chart. After researching your topic, you will present to the class a 3-5 minute Thinglink presentation. In addition, you will answer the overarching question, “Is justice truly blind” based off of your research.

For your topic, the following must be completed:

1. Use the library databases (Ebsco) to find information on your selected topic or person.

2. Find *two* primary source images from the Library of Congress website that effectively demonstrates social justice or injustice.

2. Find additional images, photographs, links, video clips to support your topic

3. Create a Thinglink presentation to display your findings

4. Present your topic to the class using your Thinglink presentation and index cards.

5. Thinglink needs one central image with two additional, primary source, supporting images. All primary source images need 5 bullet points (10 total) explaining significance. This information should come directly from your ebsco research.

**Thinglink Presentation Guidelines**

See rubric for what is expected in presentation.

TOTAL POINTS: \_\_\_\_\_\_\_\_\_\_\_ DUE DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Civil Rights: Important People and Events**

Back to Africa Movement

Bates, Daisy

Beals, Melba

Black Panthers

Bridges, Ruby

Brooke, Edward

Brown vs. Board of Education

Civil Rights Act

Douglass, Frederick

Dubois, W. E. B.

Evers, Medgar

Executive Order

Freedom Rides

Grandfather Clause

Hughes, Langston

Jena Six

Jim Crow Laws

Kennedy, John F

Kennedy, Robert F.

King, Jr., Martin Luther

Loving vs. Virginia

Malcolm X

March from Selma

March on Washington

Marshall, Thurgood

Meredith, James

Montgomery Bus Boycott

NAACP

Parks, Rosa

Plessy vs. Ferguson

President Johnson

Robinson, Jackie

Scott, Dred

Sit-Ins (ex. Woolworths)

Sixteenth Street Baptist Church

Southern Christian Leadership Conference (SCLC)

Student Non-Violent Coordinating Committee (SNCC) and Congress of

Racial Equality (CORE)

The Little Rock 9

Till, Emmitt

Voting Rights Act

|  |
| --- |
| **Follow a path… Pick EVENT or PERSON → ANSWER ONE THE TWO BOXES BELOW IN YOUR MINI ESSAY** |
|   **EVENT OR PERSON**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ANSWER **ONE** OF THE BOXES BELOW

|  |  |
| --- | --- |
| Give 1 historical examples of justice that was evident in the early-mid- 20th century (1900-1960s).Explain how and why? This answer should be included in a separate text box in thinglink (in paragraph form). | Give 1 historical examples of injustice that was evident in the early-mid- 20th century (1900-1960s).Explain how and why?This answer should be included in a separate text box in thinglink (in paragraph form). |

 | ANSWER **ONE** OF THE BOXES BELOW

|  |  |
| --- | --- |
| Find one person that influenced social change in the early-mid- 20th century (1900-1960s). Give 2-3 specific examples of how that person caused the change.Explain how and why it worked?This answer should be included in a separate text box in thinglink (in paragraph form). | Find one person that held prohibited social change in the early-mid- 20th century (1900-1960s). Explain how and why?This answer should be included in a separate text box in thinglink (in paragraph form). |

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FIND AT LEAST 2 PRIMARY SOURCE DOCUMENTS USING THE FOLLOWING SITE: <http://www.loc.gov/index.html> (Fill-In Evaluation sheet) |
| USING YOUR RESEARCH AND PRIMARY SOURCES CREATE A THINGLINK - FIND AN IMAGE THAT REPRESENTS YOUR TOPIC. MAKE THIS A GENERAL PICTURE- INCLUDE IN YOUR THINGLINK MEDIA FROM LIBRARY OF CONGRESS SITE - HAVE BULLET POINTS OF THE RESEARCH CONDUCTED IN 1 PAGE PAPER- MUST INCLUDE TWO PRIMARY SOURCE IMAGES WITHIN YOUR MAIN IMAGE AND AT LEAST 10-15 BULLET POINTS THROUGHOUT |

Name: Topic:**Presentation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Categories** | **100** | **90** | **80** | **70** | **60** |
| **Content**  | Presentation thoroughly describes chosen viewpoint on justice through historical examples  | Presentation describes chosen viewpoint on justice through historical examples | Presentation somewhat describes chosen viewpoint on justice through historical examples | Presentation fails to describe chosen viewpoint on through historical examples | Project does not follow guidelines. Failed to describe viewpoint of justice |
| **Grammar** | Student used grammar and spell check. There are no grammatical/spelling errors  | 2-3 grammar/spelling errors  | 4-6 grammar/spelling errors | 6-8 grammar/spelling errors | No evidence of use of spelling/Grammar check |
| **Pictures** | Project contains two primary sources and additional relevant pictures | Project contains two primary sources and some additional relevant pictures | Project contains one primary source and additional pictures | Project contains pictures, but none are primary sources | Photos show NO relevance to project OR no photos present |
| **Oral Presentation** | Presentation is superior. Student makes eye contact and maintains appropriate volume of speech. Knowledge of topic goes beyond what is present on Thinglink | Presentation is good. Student attempts to make eye contact and maintain appropriate volume. Mostly reads off of Thinklink  | Student makes little eye contact and somewhat maintains volume of speech. Student reads entirely off Thinklink  | Student makes no eye contact and volume of speech is low and hard to hear | No presentation given |
| **Overall Design** | Thinglink is well organized, looks aesthetically pleasing, and shows creativity  | Thinglink is organized and looks well-developed | Thinglink is somewhat organized and shows development | Thinglink is disorganized and difficult to understand | Thinglink lacks organization andrequired components |