

C3 Inquiry

8th Grade

Civil Rights

Did We Overcome?

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Delano, Jack (photographer, 1940). *At the bus station in Durham, North Carolina*. Published in: "African Americans" chapter of the ebook *Great Photographs from the Library of Congress*, 2013. Retrieved from the Library of Congress, <https://www.loc.gov/pictures/item/2017747598/>.

Supporting Questions

1. What was Jim Crow and how did it contribute to the denial of African Americans' rights?
2. How did protests, demonstrations, and organizations contribute to securing rights for African Americans?
3. What recent events show evidence that discrimination remains today?



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Civil Rights 8th Grade Inquiry

Compelling Question	Did We Overcome?
Standards and Practices	<p>Standard - 8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>Standard - 8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. Ethnicity and race</p> <p>Standard D2. Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good and protecting rights.</p>
Staging the Question	<p>Coming face to face with discrimination is unsettling. Use the photo, <i>At the bus station in Durham, North Carolina</i> from the Library of Congress Prints and Photos Division to bring students face to face with how it felt to be an African American during the Civil Rights Movement. Ask the students to analyze the image and conclude on how they might feel if they lived under these circumstances.</p> <p>http://www.loc.gov/pictures/resource/cph.3c25806/</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What was Jim Crow and how did it contribute to the denial of African Americans' rights?	How did protests, demonstrations, and organizations contribute to securing rights for African Americans?	What recent events show evidence that discrimination remains today?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Define Jim Crow and how it affected African American's daily life. Compare and contrast the restrictions to life today. Primary sources will be grouped and distributed in sets of four to be utilized as a small group activity. Students will not be made aware that they all have the same set of sources. Students will then in their groups complete an Observe, Reflect, and Question worksheet. Once each group has finished, the groups will do a jigsaw activity and compare their observations, reflections, and questions with remaining groups. The teacher will transition to primary instruction and describe the Jim Crow Era to students. The questions students arrived at during	Identify the impact protests had on the Civil Rights Movement and why the Greensboro sit-in is regarded as the start of the movement. After each source students will discuss guided questions in small groups detailing key points from the above sources. Once all sources are analyzed the students will write a Collins' Type II corresponding to a prompt that summarizes what was addressed in the lesson.	Analyze recent events that portray African American discrimination in a modern context. Each source will be read independently and paired with an annotation activity. Throughout reading and annotating, students will gather information to participate in a full class, teacher led discussion seeking to answer the initial compelling question.



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the jigsaw will be answered throughout instruction.		
Featured Sources	Featured Sources	Featured Sources
<p>Source A: At the Bus Station in Durham, North Carolina https://www.loc.gov/pictures/resource/cph.3c25806/</p> <p>Source B: A Greyhound bus trip from Louisville, Kentucky, to Memphis, Tennessee, and the terminals. Sign at bus station. Rome, Georgia http://loc.gov/pictures/resource/cph.3b22541/</p> <p>Source C: Bethlehem-Fairfield shipyards, Baltimore, Maryland. A drinking fountain http://loc.gov/pictures/resource/cph.3c31028/</p> <p>Source D: Birney, Montana. People who came to a Saturday night dance around the bar http://loc.gov/pictures/resource/fsa.8c15746/</p>	<p>Source A: The Day They Changed Their Minds http://www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html#obj107</p> <p>Source B: CORE’s Freedom Rides http://www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html#obj116</p> <p>Source C: MLK Jr. On Nonviolence https://www.loc.gov/exhibits/civil-rights-act/multimedia/mlk-on-nonviolence.html</p>	<p>Source A: The 1992 Los Angeles Rebellion: “No Justice, No Peace” http://origins.osu.edu/milestones/may-2017-1992-los-angeles-rebellion-no-justice-no-peace</p> <p>Source B: Rodney King http://blogs.post-gazette.com/index.php/opinion/rob-rogers-cartoons/34010-rodney-king</p>

Summative Performance Task	Argument	Did We Overcome? Select a supporting question and put yourself in that time period. Write a speech as if you were a Civil Rights Activist during that time. Use supporting evidence from the formative tasks to address issues in your speech. Be sure to define the action(s) you will take and define your end goal with a claim statement that will defend your cause.
	Extension	Create a pamphlet, much like the “ <i>The Day They Changed Their Mind,</i> ” pamphlet. Illustrate, define, and discuss an instance where you took action to make change, similar to the examples discussed throughout the unit. You must defend why your cause was worth advocating. You will be required to write a brief summary of the event from the beginning of action to the ultimate outcome to defend your cause. Make sure to include drawings or pictures. Under the illustrations/photos include captions to describe what was occurring. An example of this would be identifying an issue within a school district and going to the school board to resolve the issue.



Taking Informed
Action

There are many issues that students face in our world today. Think about a cause that you are passionate about, or a cause that is appealing to you. **(Understand)** Identify issues important to this cause and research how you can make improvements. **(Assess)** You will be tasked with making an action plan. This means you will discover who you can reach out to, to draw attention to an issue. For example, if I wanted to improve the conditions of my community's garbage collection, I would reach out to my County Commissioner. You will need to have a physical artifact on how you will carry out your action plan. This artifact could be writing a letter, proposing a community service project, or designing a protest sign. **(Act)**



Jim Crow Primary Source Analysis (Formative Performance Task 1)

NOTE: Provide each student with a copy of the Primary Source Analysis Tool:
https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf

In this activity you will be divided into small groups of 3-4. You will be distributed primary sources relating to the Jim Crow Era in American History. You will then complete an Observe, Reflect, and Question activity. For five minutes you will independently analyze the photos and fill out the “Observe” section. Then you will discuss with your groups members reflections on the sources and arrive at any remaining questions you may have.

Once the group analysis is completed, you will “jigsaw” and visit each group. You will share details from each column with one another. Notice anything the same? Different? Once this is completed, I want you to discuss some final thoughts as you jigsaw...

- If you were to define Jim Crow, what would you say?
- What was restricted then that isn't today?
- What is this restriction called? Think about what we call enforced separation.
- How do you think this affected the African American community?



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Civil Rights Movement 1960s: Protest Analysis

(Formative Performance Task 2)

Today you will be looking at the protests, demonstrations, and organizations that defined the Civil Rights Movement. You will analyze each source independently, then divide into small groups and discuss questions relating to the sources with your group members. I want you to think about themes such as nonviolence, action, and community throughout the activity. We will then complete a Type II writing prompt reflecting the key points from each of the sources. It may be wise to take some notes throughout the analysis to help answer the prompt.

Source A: The Day They Changed Their Minds

Read the description and background information on the pamphlet. Then begin reading the text and analyzing the photos. Consider the following and discuss in groups:

- What do you see in the pictures? Who could these people be?
- What is happening? When? What did they change their minds about?
- What emotions are represented?
- What are the people sitting at the lunch counter risking?
- How do you think the pamphlet would be different if the students responded violently?
- Why do you think this event might have started a reform movement?

Source B: CORE's Freedom Rides

Read the description and background information on the letter. Then read the letter and answer the following questions. Discuss answers with your group.

- What does CORE stand for?
- When was this letter written?
- What is CORE trying to attack? Why?
- What kind of demonstration is CORE organizing? What is this demonstration referred to as, historically?
- What other protest strategy proved successful that gave promise to CORE's suggestions?
- Notice the list of supporters to the left of the letter. Any familiar names?

Source C: MLK Jr., On Nonviolence

Read over the questions before watching the video. While watching the video consider the questions. In small groups discuss the interview using the questions as a guide.

- What is King's reasoning when he says the Montgomery Bus Movement is "more than a boycott?"



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- Discuss the relationship King makes between inferiority and superiority in regard to race.
- How does this interview reflect King's occupation as a pastor?
- What is the "social evil" King refers to?
- What is King's appeal to nonviolence? Why is it a successful approach?

Type II Assessment

A Collins' Type II is a writing assignment that reflects thought in regard to a specific topic. This assignment will count as one quiz grade. On a separate sheet of paper, you will answer the following prompt:

Select a protest, organization, or individual discussed in today's lesson. Write a paragraph discussing their contribution to the Civil Rights Movement in the 1960s. Include evidence from the sources to support the protest/group/individual's goals and actions taken to make change.



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Rodney King Riots

(Formative Performance Task 3)

Today we are going to turn to a more recent event in our history. We will take a perspective approach and think about the timeline from Jim Crow, to the 1960s, to today. Think about discrimination, prejudice, success, and failure. You will first read an article detailing the 1992 Los Angeles Rebellion. You will use this reading to help gather information to use in a full class discussion. While reading you will complete these annotations:

- highlight any phrase or sentence you find shocking
- circle any words you do not know
- pose a question when something is not fully understood
- write short comments or summaries on key passages

Then you will analyze a political cartoon titled, “Rodney King.” While looking at this cartoon I want you to follow these steps:

1. Scan the cartoon for anything that stands out to you
2. Look closely at the illustrations and who is portrayed
3. Read all dialogue and captions and see how they compare to the illustrations
4. Recognize where the illustrator could be using irony

I want you to complete the text and cartoon analysis independently and organize your thoughts in order to participate in a class discussion centered on our initial inquiry question, “Did We Overcome?”



Collins' Type II Rubric (20 available points)

Criteria	Advanced	Proficient	Satisfactory	Unsatisfactory
Defines Contributions Accurately Within Context	Defines contributions accurately and explains the goals and actions in depth reinforcing the topic.	Defines contributions accurately and explains the goals and actions well. Minimally reinforces the topic.	Defines the contributions but could be more accurate. Describes goals and actions without context.	Defines the contributions inaccurately and does not include goals and actions.
Supports Contributions with Evidence	Uses evidence from the sources to support contributions effectively.	Uses evidence from the sources to support contributions effectively.	Uses evidence from the sources but not in the correct context. Support is minimal.	Does not use evidence and does not add support.
Organization/Conventions	The paragraph is astoundingly well written, appropriate in length, and includes minimal grammatical errors.	The paragraph is well written, adequate length, few grammatical errors.	The paragraph lacks organization, short in length, and several grammatical errors.	Weak organization, very short, and many grammatical errors.
Overall Impression	Superior in all ways. Rich language. Maintains focus. Provides evidence to support the prompt.	Accomplished writing. Developed vocabulary. Maintains focus and evidence well to support the prompt.	Acceptable writing. Effective writing. Minimally focused and minimal evidence.	Limited writing ability. Incorrect and/or ineffective language. Does not have focus or include evidence.
Score	4	3	2	1

Total points _____ /20



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Summative Performance Task Argument Rubric (50 points)

Criteria	Advanced	Proficient	Satisfactory	Unsatisfactory
Organization	Speech is excellently organized, developed, and supported to create a claim and call to action.	Speech is organized, developed, and supported to create claim and a call to action.	Speech is inadequately organized, developed, and minimally supported. Claim is not developed, and actions not considered.	Speech is not organized or developed. No support is given. No claim or actions considered.
Topic Knowledge	Student has an excellent grasp of information presented through the inquiry and it is reflected in the speech.	Student has a clear grasp of information presented through the inquiry and it is reflected in the speech.	Student has an inadequate grasp of information presented in the inquiry and it is reflected in the speech.	Student does not grasp information presented in the inquiry and it is reflected in the speech.
Consideration of Audience	Student masterfully uses effective language to keep an audience engaged.	Student uses effective language to keep an audience engaged.	Student uses inadequate language. Not engaging.	Student does not consider the audience nor engage.
Context and Evidence	Student masterfully connects context and evidence to the corresponding formative task. Uses evidence effectively from sources.	Student connects context and evidence to the corresponding formative task. Uses evidence from sources.	Student inadequately connects context and evidence to the corresponding formative task. May use sources outside of the correct context.	Student does not align content to evidence with regard to the formative task. Does not include evidences.
Overall	Speech is excellent and includes all required materials outlined by instructions.	Speech is well-written and includes required materials outlines by instructions.	Speech is ineffective. Some materials are missing outlined by instructions.	Speech is incoherent and incomplete. Materials are not addressed.
Score	10	8	6	4

Total points _____/50

Summative Performance Task Extension Rubric (50 points)

Criteria	Advanced	Proficient	Satisfactory	Unsatisfactory
Pamphlet Layout and Organization	Pamphlet includes excellent illustrations, descriptions, and summary. Pamphlet is clearly organized.	Pamphlet includes illustrations, descriptions, and summary. Pamphlet is logically organized.	Pamphlet includes illustrations, descriptions, and summary but is underdeveloped. Hastily organized.	Pamphlet does not include correct layout or organization.
Mastery of Content	Defends cause masterfully. Captions and summary are relevant, and illustrations reflect the event accurately.	Defends the cause. Captions and summary relate, and illustrations are used accurately.	Weak defense. Captions, summary, and illustrations do not reflect inquiry and do not relate.	No defense. Captions, summary, and illustrations are not relevant.
Creativity	Thoughtful choice of event that reflects the inquiry objective with excellence.	Thoughtful choice in event that reflects inquiry objective.	Event chosen is not relatable to inquiry but supported.	Event chosen is not relatable to inquiry and does not reflect desired outcome.
Presentation	Colorful presentation. Neatly placed photographs and illustrations. Viewing is enjoyable.	Colors are used. Photos and illustrations are placed well. Easy to view.	Color is minimally used. Hastily places photos and illustrations. Difficulty view.	No color is used. Photo and illustrations are placed illogically. Viewing experience is not enjoyable.
Score	10	8	6	4

Total points _____/40