

Inquiry Design Model (IDM) Blueprint

Compelling Question	Why is the Civil Rights Movement taking so long?
Standards and Practices	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. (D2.His.16.9-12)
Staging the Question	<p>Discuss with students that we can't go forward when there are barriers - what have been and still may be some of the barriers to success with the Civil Rights Movement? Have students explore through documents, the concept of "barriers" in terms of economics, geography and socio-cultural dimensions that have subordinated civil rights efforts past & present. Are the barriers from the 1930s and 1940s similar to those that came before and that many African Americans are now facing? What happened in the 1950s and 1960s that gave some hope for progress that may be absent today?</p> <p>*Have students read the following selections (in teams/groups), and respond to supporting questions. Use the "subject index of the more current interviews to find multiple sources if desired: https://www.loc.gov/collections/civil-rights-history-project/index/subject/</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What are some potential social barriers to achieving or promoting civil rights?</p> <p><i>Prompts - Social barriers -What is the difference between cultural exchange and cultural appropriation? How does the latter help perpetuate racism?</i></p>	<p>What are some potential economic barriers to achieving or promoting civil rights?</p> <p><i>Prompts - Economic barriers - How does economic inequality work against civil rights? How does this impact children especially, and perhaps form their worldview?</i></p>	<p>What are some potential geographic barriers to achieving or promoting civil rights?</p> <p><i>Prompts - Geographic barriers - How does segregation impact civil rights? Is lack of physical "connection" a contributor to prejudice, stereotypes and racism?</i></p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
Analyze the oral history interviews listed below using Library of Congress or SCIM-C analysis tools.	Analyze the oral history interviews listed below using Library of Congress or SCIM-C analysis tools.	Analyze the oral history interviews listed below using Library of Congress or SCIM-C analysis tools.
Library of Congress Featured Sources	Library of Congress Featured Sources	Library of Congress Featured Sources
<p>"Amateur Night in Harlem" https://www.loc.gov/item/wpalh001719/ (p. 2, 2nd para, to end; p. 3, last 2 para.; p. 4, up to 2nd last para.; p. 6, last para.; p. 7-8, all)</p> <p>Ben Caldwell interview: http://www.loc.gov/item/afc2010039_crhp0077/ (p. 10, 2nd para to p. 11, just before 25:00; p. 21, all; p. 25, 1st para to "...rebrand black!"; p. 26, 2nd para. to end; p. 31, top to 2nd last para.)</p>	<p>"Pluto" http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/pdf/pluto.pdf (entire = 6p.)</p> <p>Sam Young, Jr., oral history interview: http://www.loc.gov/item/afc2010039_crhp0066/ (p. 2, all; p. 8, last para.; p. 9, all)</p> <p>Rosie Head interview: https://www.loc.gov/resource/afc2010039_afc2010039_crhp0074_Head_transcript/?sp=22 (p. 22-23, all)</p>	<p>"The Whites Invade Harlem" http://lcweb2.loc.gov/mss/wpalh2/21/2107/21070806/21070806.pdf (entire = 7p.)</p> <p>Geraldine Crawford Bennett, Toni Breaux, and Willie Elliot Jenkins oral history interview conducted by Joseph Mosnier in Bogalusa, Louisiana, 2011-05-28. https://www.loc.gov/item/afc2010039_crhp0018/ (p. 5, bottom para to p. 6, all; p. 9, middle to bottom; p. 16; p. 24-26)</p>

Summative Performance Task	Argument	Write an argument made up of claims with evidence that responds to the compelling question, “Why is the Civil Rights Movement taking so long?” Use the idea of “barriers” in framing your response.
	Extension	Students create a short video on Vimeo that includes snippets (maybe words or phrases) from the oral history interviews they heard, as well as their own words, selected from their written responses, along with images, past and present (teacher helps them access from the Library of Congress) that reflect their selected use of “barriers.”
Taking Informed Action	Students show their videos to the school (during a related event or as part of “morning announcements”), or try to get the videos put out on local TV as psa’s; or, share on their Facebook pages.	
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