

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	View the short video, Introduction, narrated by Julian Bond, co-produced by History® and the Library of Congress for the Civil Rights Act of 1964 Exhibit. Ask students to respond to the question, “What does the Civil Rights Movement look like?” Discuss whether or not students included groups such as women and young people in their responses.

Supporting Question 1	Supporting Question 2	Supporting Question 3
How was the issue of school segregation a key driving force in the fight for Civil Rights?	How did young people play a large role in the fight for Civil Rights?	How did protestors use the concept of Nonviolence in the fight for Civil Rights?
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
<ul style="list-style-type: none"> ● School Segregation and Integration article: http://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/school-segregation-and-integration/ ● John Dudley group interview: http://www.loc.gov/item/afc2010039_crhp0096/ ● Lawrence Guyot interview: http://www.loc.gov/item/afc2010039_crhp0005/ ● Willie “Chuck” Jenkins group interview: http://www.loc.gov/item/afc2010039_crhp0018/ ● Julia Matilda Burns interview: http://www.loc.gov/item/afc2010039_crhp0073/ 	<ul style="list-style-type: none"> ● Youth in the Civil Rights Movement article: http://www.loc.gov/collections/civil-rights-history-project/articles-and-essay/s/youth-in-the-civil-rights-movement/ ● Doris & Joyce Ladner interview: http://www.loc.gov/item/afc2010039_crhp0054/ ● Freeman A. Hrabowski interview: http://www.loc.gov/item/afc2010039_crhp0032/ ● Marilyn Luper Hildreth (Clara Luper) interview: http://www.loc.gov/item/afc2010039_crhp0012/ ● Joan Mulholland interview: http://www.loc.gov/item/afc2010039_crhp0079/ ● Phil Hutchings interview: http://www.loc.gov/item/afc2010039_crhp0042/ ● Ekwueme Michael Thelwell interview: http://www.loc.gov/item/afc2010039_crhp0104/ 	<ul style="list-style-type: none"> ● Nonviolent Philosophy and Self Defense article: http://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/nonviolent-philosophy-and-self-defense/ ● Courtland Cox interview: http://www.loc.gov/item/afc2010039_crhp0030/ ● Charles McDew interview: http://www.loc.gov/item/afc2010039_crhp0021/ ● Mildred Roxborough interview: http://www.loc.gov/item/afc2010039_crhp0002/ ● Hicks Family interview: http://www.loc.gov/item/afc2010039_crhp0017/ ● Charlie Cobb lecture: http://www.c-span.org/video/?319435-1/guns-civil-rights

		<ul style="list-style-type: none"> ● Tracy Sugarman webcast: http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4571 	
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?"	
	Extension	<p>Students will evaluate how they can take action to affect change in their own worlds. Questions they will consider include:</p> <ul style="list-style-type: none"> ● What is the process through which change is affected? ● Who has the power to make the desired changes? ● What can groups of protesters do to get the attention of those who hold power? ● How do groups get organized? ● Why might it take time to achieve the desired changes? ● What can people do in the meantime, to keep the movement going? 	
Taking Informed Action	As a final activity, students will select an issue they feel strongly about and will try to affect change locally, using the techniques studied in this IDM.		
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