

## Civil Rights Inquiry Project for 8<sup>th</sup> Grade

<b>Compelling Question</b>	Why is the Civil Rights Movement taking so long?	
<b>Standards and Practices</b>	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. (D2.His.16.9-12)	
<b>Staging the Question</b>	View the photograph posted below. Discuss: What is happening? Who is in the photo? When time period do you think this is? How does this photo make you feel? Brainstorm ideas with a partner and then large group share.  <a href="#">African American children on way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration</a>	
<b>Day 1 Supporting Question 1</b>	<b>Day 2 Supporting Question 2</b>	<b>Day 3 Supporting Question 3</b>
What motivated students to get involved in the Civil Rights Movement?	What challenges did young people who joined the Civil Rights Movement face and overcome?	What challenges have continued over time? What new Civil Rights challenges do we face today?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Analyze the oral history interviews listed below using <a href="#">Library of Congress</a> or <a href="#">SCIM-C</a> analysis tools.	Analyze the oral history interviews listed below using <a href="#">Library of Congress</a> or <a href="#">SCIM-C</a> analysis tools.	Analyze the oral history interviews listed below using <a href="#">Library of Congress</a> or <a href="#">SCIM-C</a> analysis tools.
<b>Library of Congress Featured Sources</b>	<b>Library of Congress Featured Sources</b>	<b>Library of Congress Featured Sources</b>
Listen and watch the video of <a href="#">two journalists who covered the murder of Emmett Till</a>  Books from the library will be available as student resources for the duration of the project. The Bibliography for the library books that will be used are: <a href="#">Civil Rights Bibliography</a>	Listen and watch the video of <a href="#">Joan Trumpauer Mulholland</a> .	Listen and watch the video of <a href="#">Michael Thelwell</a> .

<b>Summative Performance Task</b>	<b>Argument</b>	Write an argument made up of claims with evidence that responds to the compelling question, “Why is the Civil Rights Movement taking so long?”
	<b>Extension</b>	Listen and watch the YouTube video of John Legend and Common’s song <a href="#">Glory</a> . Choose a topic that you learned about while watching the Library of Congress videos and is represented in the song <i>Glory</i> . Using support from at least two LOC videos, the song video and lyrics and the library books provided, write an inquiry question about these topics and make a poster with the question and photographs, artwork or text to represent and answer the question. This poster is to be designed so that observers will read the inquiry question and will then formulate their own answer by the resources you have provided on the poster!
<b>Taking Informed Action</b>	<p>Understand: Investigate a current topic in civil rights/human equality/social issues.</p> <p>Assess: Examine the extent to which the current topic is affecting young people, and state one’s personal stance on the justification of the issue.</p> <p>Act: Write an editorial for the local or school newspaper on this current issue. Within the editorial, you may discuss your position and what is currently being done about the issue.</p>	
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**Additional resources to consider:**

- [Teaching Tolerance - Five Essential Practices](#)
- [LOC Analyzing Photographs](#)
- [Inquiry Design Model explained](#)
- [How Do You Teach the Civil Rights-NY Times](#)