

Was the Civil Rights Movement a success?

Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> • US.1.1¹ Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> ○ conducting short and sustained research ○ evaluating conclusions from evidence (broad variety, primary and secondary sources) ○ evaluating varied explanations for actions/events ○ determining the meaning of words and phrases from historical texts ○ analyzing historians’ points of view • US.5.3: Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of the legislation, and the impact of key events • US.5.4: Explain the role and importance of the Civil Rights Movement in the expansion of opportunities for African Americans in the United States
Claims	In this instructional task, students develop and express claims through discussions and writing which examine actions and interactions during the Regan administration and their impact on the Civil Rights Movement.
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 6:</p> <ul style="list-style-type: none"> • How effective were the leaders and methods of the post-war social movements? (US.5.3) • To what extent did the Civil Rights Movement expand democracy for all Americans? (US.5.4)

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	Formative Performance Task 4
Supporting Questions	Do all citizens have democratic privileges?	How did the efforts to achieve civil rights for all evolve over time?	What were the main goals of civil rights leaders and what tactics were used to affect change?	Were the motives employed by civil rights leaders effective in achieving their goals?
Tasks	Students will analyze a speech to determine how Kennedy urges people to affect change in their communities.	Students will examine the timeline to build background knowledge on major events in the Civil Rights Movement.	Students will conduct independent research to gain an understanding of the goals and methodology of the Civil Rights Movement.	Students will participate in a philosophical chairs debate on the effectiveness of the motives utilized by civil rights leaders.
Featured Sources	Source A: Excerpt from a Report to the American People on Civil Rights , John F. Kennedy	Source B: Civil Rights Timeline , National Geographic	Various sources for independent research	Various sources for independent research

Summative Performance Task	Using the sources and your knowledge of U.S. history, write an argumentative essay based on the following question: Was the Civil Rights Movement a success?
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¹ This GLE contains multiple parts, which should be taught over the course of several units in U.S. History. The GLE requires students to “produce clear and coherent writing for a range of tasks, purposes, and audiences.” The parts of this GLE addressed in the task are the first, second, third, and fourth bullets.

Formative Performance Task 1

Supporting Question	Do all citizens have democratic privileges?
Task	Students will analyze a speech to determine how Kennedy urges people to affect change in their communities.
Featured Sources	Source A: Excerpt from a Report to the American People on Civil Rights , John F. Kennedy
Content and Claims	This formative performance task requires students to interpret JFK's position on and recommendations for addressing the quest for equal civil rights. (US.5.3, US.5.4)

Featured Sources

Source A: [Excerpt from a Report to the American People on Civil Rights](#), John F. Kennedy

Steps

1. Have students work in small groups to read the speech to gain background knowledge on Kennedy's concerns regarding the state of civil rights in the United States.
2. Instruct students to mark or highlight the reasons Kennedy provides to support his concerns regarding the state of civil rights in the United States.
3. Conduct a class discussion in which groups discuss the key points of Kennedy's speech. Possible guiding questions include:
 - a. To whom is Kennedy speaking?
 - b. What is meant by this quote: "the rights of every man are diminished when the rights of one man are threatened"?
 - c. What democratic privileges are denied to some citizens?
 - d. How does Kennedy say that change should be brought about (or what strategies does he feel are least likely to be successful)?

Student Look-Fors

1. In both their annotations and in discussion, students should address the key points of the speech and may include but are not limited to the following:
 - a. Rights/privileges being denied
 - i. Education
 - ii. Access to services (restaurants, hotels, etc.)
 - iii. Suffrage/voting
 - iv. Equality in job opportunities/wages
 - b. JFK discouraged the use of police force, increased protest/demonstration, and violence and promoted the use of legislation.

Formative Performance Task 2

Supporting Question	How did the efforts to achieve civil rights for all evolve over time?
Task	Students will examine the timeline to build background knowledge on major events in the Civil Rights Movement.
Featured Source	Source B: Civil Rights Timeline , National Geographic
Content and Claims	In this formative performance task, students will analyze civil rights events on a timeline to build knowledge on the different events, leaders, and methodologies. (US.5.3, US.5.4)

Featured Source

Source B: [Civil Rights Timeline](#), National Geographic

Steps

1. Have students explore the various events depicted on the timeline. Students should focus on events occurring 1950 or later. As they go through the events, encourage students to click on the + sign to access the primary sources related to the events.
2. Provide students with framing questions to consider as they explore the timeline. These questions can include but are not limited to:
 - a. What were some of the different methods/approaches used to illicit change?
 - b. How did methods/approaches change over time?
 - c. Were some methodologies more associated with specific civil rights leaders?
3. Have students choose 3 events from the timeline that they feel were most significant to the movement.
4. Have students write a summary of their events to support their participation in the class discussion.
5. Conduct a whole-class discussion in which students explore the various leaders and their methodologies. Have students revisit the framing questions as they discuss their findings. These questions can include but are not limited to:
 - a. What were some of the different methods/approaches used to illicit change?
 - b. How did methods/approaches change over time?
 - c. Were some methodologies more associated with specific civil rights leaders?
6. Have students select some of the civil rights leaders and/or events from the timeline to use as starting points for their research in the next formative performance task.

Student Look-Fors

1. Students' summaries should note key information about the events selected from the timeline.

2. Students should recognize that the Civil Rights Movement was made up of a series of separate but related events in different parts of the country over a period of time. Their summaries should outline the specific events they selected including information about the leader, when and where it occurred, etc.
3. Students should recognize that different leaders took different approaches—some civil disobedience, others violence.
4. Students should select leaders or events from the timeline/discussion to use as starting points for their research in the next formative performance task.

Formative Performance Task 3

Supporting Question	What were the main goals of civil rights leaders and what tactics were used to affect change?
Task	Students will conduct independent research to gain an understanding of the goals and methodology of the Civil Rights Movement.
Featured Sources	Various sources for independent research
Content and Claims	This formative performance task requires students to conduct independent research to determine the effectiveness of the methodologies employed by civil rights leader to enact change. (US.5.3, US.5.4)

Featured Sources

Various sources for independent research

Steps

- In addition to the sources in the previous formative assessment tasks, have students to locate sources within teacher-provided parameters (i.e., a set number of primary or secondary source documents).
- As a class, discuss approaches to research including developing research questions and locating credible sources.
- Have students conduct research to answer the question: What were the main goals of civil rights leaders and what tactics were used to affect change? Possible research questions include:
 - What were the major goals of the Civil Rights Movement and what motives were utilized to attempt to reach those goals?
 - Which of the goals of the Civil Rights Movements were accomplished, what methodology was employed to accomplish it, and why was the methodology successful?
 - Which goals were either unfulfilled or still in the process and why are they still unfulfilled?
- As students explore various sources, ask them to record their findings in the graphic organizer on page 6. Have students turn in the completed graphic organizer at this point to check their understanding. If there are gaps in understanding or misconceptions identified, provide direct instruction to address those before moving students onto the next task. A sample research organizer is included below.
- As students locate their sources, have students create a bibliography of sources and submit for approval.

Research Organizer

Goal	Method(s) Used	Achieved, Not Achieved, or Debatable	Rationale	Texts/Resources Used

Student Look-Fors

1. In this formative performance task, students should be able to recognize why nations felt it necessary to keep track of the other nations' resources during the Cold War. A sample completed graphic organizer is included below.

Research Organizer

Goal	Method(s) Used	Achieved, Not Achieved, or Debatable	Rationale	Texts/Resources Used
Goal 1: desegregation of public facilities	Legislation	Achieved	Civil Rights Act of 1964 outlawed separate facilities	Civil Rights Act of 1964 , National Archives
Goal 2: voting rights	Legislation	Debatable	Achieved: Voting Rights Act Not Achieved: Current controversies (i.e. voter ID laws, racial gerrymandering, etc.)	Voting Rights Act , ourdocuments.gov

Formative Performance Task 4

Supporting Question	Were the motives employed by civil rights leaders effective in achieving their goals?
Task	Students will participate in a philosophical chairs debate on the effectiveness of the motives utilized by civil rights leaders.
Featured Source	Various sources for independent research
Content and Claims	In this formative performance task, students will debate the effectiveness of the various motives used by civil rights leaders. (US.5.3, US.5.4)

Featured Source

Various sources for independent research

Steps

1. Have students form two groups (one group answers “yes” and one group answers “no”) in response to the following question: “Was the Civil Rights Movement a success?”
2. Ask each group to work together (defining individual roles as necessary) to form a written opening argument which incorporates their claim, reasons, and evidence. They should also be prepared to address the strengths and limitations of both their claim and any counterclaims with the goal of convincing as many classmates as possible to join their side.
3. Remind students to use Source A and Source B from the previous formative tasks along with their additional research to provide evidence to support their claim.
4. Ask students to complete the evidence chart on the next page to prepare for the debate.
5. During the debate, instruct students to line up in two lines facing each other, each line representing a different side of the debate.
6. Direct students to present their opening arguments, pose questions that probe reasoning and evidence provided, and clarify, verify, or challenge others’ alternate or opposing claims and conclusions.
7. As students evaluate the claims, reasoning, and evidence of the “other side,” encourage them to acknowledge new ideas and strong evidence by the “other side” and modify their own views. To represent their change in views, direct students to “switch sides” by physically moving to the other line.
8. After the debate, have students write a summary of each side of the debate, the claims, reasons, and evidence provided.

Evidence Chart

Claim: _____

Text Title	Evidence (quotation or paraphrase)	How does this evidence Support or oppose your claim?

Student Look-Fors

1. Student responses should reflect an understanding of the tactics employed by civil rights leaders to impact change and move towards their goals.
2. The student takes a clear position in response to the prompt and develops a solid claim.
3. The student supports claims using information gained from sources.
4. A sample discussion tracker for use during the debate is included below.

Summative Performance Task

Compelling Question	Was the Civil Rights Movement a success?
Task	Using the sources and your knowledge of U.S. history, write an argumentative essay based on the following question: Was the Civil Rights Movement a success?

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Students gained knowledge on issues of discrimination and segregation, various goals of the Civil Rights movement, and the methods movement leaders employed to incite change. Students also practiced skills in conducting research, such as locating sources on their selected topic to be used as evidence to support their writing.

Student Prompt

Using the sources and your knowledge of U.S. history, write an argumentative essay based on the following question: Was the Civil Rights Movement a success?

Student Look-Fors

1. An exemplar response may include but is not limited to:
 - a. Student responses should reflect an understanding of the tactics employed by civil rights leaders to impact change and move towards their goals.
 - b. The student takes a clear position in response to the prompt and develops a solid claim.
 - c. The student supports claims using information gained from their research as well as the task sources.
2. A strong response:
 - a. References documents appropriately.
 - i. Kennedy's plea to Americans to come together to provide basic democratic privileges to all citizens (Source A)
 - ii. Major events in the Civil Rights Movement (Source B)
 - b. Applies the provided evidence and provides additional information outside of the provided sources.
 - i. background information on the Civil Rights Movement
 - ii. various leaders and their approaches to impacting change during the Civil Rights Movement