

Student Instructions

Welcome to the Civil Rights and Reform in the 1960s team project! When you read about the civil rights movement, you may wonder which events really mattered and how the lives of African Americans have changed since the 1960s. Knowing more about the events that affected the lives of African Americans during and after the civil rights movement will deepen your understanding of how their lives have changed.

In this project, you will learn about key events and changes in the lives of African Americans since the 1960s and then create a timeline that displays your findings to others. You will consider facts, figures, laws, quotes, pictures, and words. Keep in mind the Guiding Question: **How have the lives of African Americans changed since the 1960s?**

STEP 1 CONNECT: Develop Questions and Plan the Investigation

Step 1A: Launch the Project and Generate Questions

Read the *Project Launch*, which is a letter from an organization inviting you to participate in the 50th anniversary of the civil rights movement. Underline the key points of the letter and ask your teacher questions about any parts that are not clear to you.

For your project, the team will create a timeline showing key developments in the lives of African Americans since the 1960s. Your timeline will depict two main topics:

1. Major national, state, or local events of the civil rights movement
2. Primary and secondary source information that characterizes the lives of African Americans since the 1960s

The focus of your timeline will be on the *changes* in African Americans' lives since the 1960s. This means that your timeline must not only show key events before and during the 1960s that affected the lives of African Americans, but also information or events after the 1960s that allow you to compare what has changed for them since that time. In addition to presenting developments that allow you to compare the lives of African Americans in the 1960s and afterward, your timeline will show how the *personal lives* of those participating in the 1960s events you selected have changed. For example, if you choose the desegregation of Little Rock High School as one of your events that occurred before or during the 1960s, you could include information that shows how the lives of those nine students have changed since that time. Your timeline entries must include all of the following:

- Ten major events of the civil rights movement occurring before or during the 1960s
- Ten major developments after the 1960s civil rights movement
 - o These 10 developments must include *at least three* examples of changes in the personal lives of those who participated in the 1960s events you chose.

Your timeline must present how life has changed for African Americans since the 1960s using the following types of artifacts:

- At least one map
- At least one chart or table
- At least one graph

- At least two photos, cartoons, or video clips (standalone)
- At least two primary source quotations
 - Use a photo or video to introduce each primary source quotation.

It's important to distribute your entries along the timeline in order to show change over time. For example, your timeline might have a photograph of someone being denied his or her right to vote during the 1960s and then have a photograph of someone exercising his or her right to vote after the 1960s.

You can review the *Rubric for a Timeline of African Americans* as you begin so you know what is expected as you research and create your timeline.

Step 1B: Prepare the Investigation

Before you begin working on your project, your team will need to decide how to work together as a group. Take these steps to organize your team:

- Read and sign the *Project Contract*.
- Capture questions you have about how the lives of African Americans have changed since the 1960s in the *Need-to-Know Questions* document. Think about the Guiding Question: **How have the lives of African Americans changed since the 1960s?** Discuss this question with your fellow team members. Then try to break down the Guiding Question into smaller, related questions. Here are some examples:
 - What were some major issues of the civil rights movement?
 - What were the major events and achievements of the movement?
 - Who participated in the civil rights movement events you selected and how have their lives changed since these events?
 - How can different aspects of the civil rights movement best be depicted by the types of media we need to include on our timeline (maps, charts, tables, graphs, photographs, videos, primary sources)?

STEP 2 INVESTIGATE: Apply Disciplinary Concepts and Tools

Before you begin your investigation, review the Skills Tutorial, *Identify Trends*.

Next, begin documenting the work of the team in the *Project Tracker* (done by the person assigned the project manager role). The last page in the *Project Tracker* includes a place where you can choose roles for each person on the team. Review the *Project Tracker* and consider what roles and responsibilities each of you will have. Once you have assigned roles, you are almost ready to begin your investigation.

During this stage of the project, you will research 10 major events during the 1960s that affected the lives of African Americans. Use school-library reference materials, as well as reliable online sources, to find this information.

Step 2A: Research Major Civil Rights Movement Events (Before or During the 1960s)

In this stage of the project, you will research and identify 10 events of the civil rights movement, occurring before or during the 1960s, that affected African Americans. What type of information should you be looking for? Here is some guidance:

- Major events are the main entries on your timeline—the most important developments of the civil rights movement. At the national level, such things as the March on Washington

and the passage of the Voting Rights Act qualify. At the state level, changes in state law or major demonstrations would qualify. At the local level, changes in local business practices (e.g., integration of restaurants) and events such as local demonstrations would qualify.

- Maps can be used to show where major events took place or to show the change of state laws.
- Charts or tables can be used to show data, such as numbers of registered voters in various years, or to compare information, such as the years certain laws were passed.
- Graphs can be used to show changes in a quantity over time, such as unemployment rate.
- Photographs, cartoons, and videos can show dramatic and moving illustrations or images of the African American experience.
- Primary source quotations can convey what Americans thought and felt before, during, and after the civil rights movement.

Consult the readings and activities for this topic and conduct research to develop entries for your timeline. The online sources listed below may be helpful. Review the tutorial *Search for Information on the Internet* for tips on how to find information online.

- Public Broadcasting System
<http://www.pbs.org>
http://www.pbs.org/wnet/aaworld/timeline/civil_01.html
- The Library of Congress
<http://www.loc.gov>
<http://www.loc.gov/exhibits/civilrights/>
<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>
<http://www.loc.gov/exhibits/brown/>
- Smithsonian National Museum of American History
<http://americanhistory.si.edu>
<http://americanhistory.si.edu/connect/webcasts/king-years-historic-moments-civil-rights-movement>
- United States Census Bureau
<http://www.census.gov>
<http://www.census.gov/hhes/www/socdemo/voting/publications/historical/index.html>
- National Park Service
<http://www.nps.gov>
<http://www.nps.gov/subjects/civilrights/modern-civil-rights-movement.htm>
- State Historical Societies (American Association for State and Local History)
<http://www.aaslh.org/cgi-bin/statelinks.cgi>
- United States Department of State
http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/

As you work, complete the *Information Organizer*. Use the *Project Tracker* to monitor tasks and due dates.

Step 2B: Research Major Developments Affecting African Americans (After the 1960s)

Once you have researched and identified the ten events of the civil rights movement, occurring before or during the 1960s, that affected African Americans, you need to research and identify ten developments since that time to include on your timeline. Remember that at least three of these developments must show the changes in the *personal lives* of people who participated in the events you chose in Step 2A.

Use school-library reference materials, as well as reliable online sources, to find this information. Consult the readings and activities for this topic and conduct research to develop entries for your timeline. The online sources listed below may be helpful.

- Public Broadcasting System
http://www.pbs.org/wnet/aaworld/timeline/modern_01.html
<http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/classroom/african-american-histories-since-the-civil-rights-movement-lesson-plan/african-american-histories-since-the-civil-rights-movement-video-segments/>
- United States Census Bureau
<http://www.census.gov/people/>
<http://www.census.gov/population/race/data/black.html>
<http://www.census.gov/hhes/www/poverty/>
<http://www.census.gov/hhes/www/income/publications/reports.html>
<http://www.census.gov/hhes/www/income/data/historical/people/>
<http://www.census.gov/hhes/www/income/data/historical/inequality/>
<http://www.census.gov/hhes/www/income/data/historical/families/>
<http://www.census.gov/hhes/www/income/data/historical/household/>
<http://www.census.gov/people/eeotabulation/>
<http://www.census.gov/hhes/www/socdemo/voting/publications/historical/index.html>
<http://www.census.gov/hhes/school/data/cps/historical/index.html>
- State Historical Societies (American Association for State and Local History)
<http://www.aaslh.org/cgi-bin/statelinks.cgi>
- National Humanities Center
<http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/crm2008.htm>
- United States Department of the Interior
<http://www.doi.gov/pmb/eeo/AA-HM.cfm>

As you work, remember to complete the *Information Organizer* and monitor tasks and due dates in the *Project Tracker*.

Step 2C: Review Your Timeline Choices

After collecting information for both sections of your timeline, review the events and development you chose to make sure the information will help you create a timeline that:

- Answers the Guiding Question: **How have the lives of African Americans changed since the 1960s?**
- Includes the required items: major events and developments; at least one map, chart or table, or graph; at least two photographs, cartoons, or video clips; at least two primary source quotes (with photos or video clips introducing each quote)

STEP 3 SYNTHESIZE: Create the Civil Rights Movement Timeline

Using the results of your research in steps 2A and 2B, organize your timeline entries. Then create the timeline itself. The specific steps required will depend on the web-based interactive timeline authoring tool you choose.

Step 3A: Select Your Timeline Authoring Tool

Familiarize yourself with the project tools. You will be using one of the web-based interactive timeline authoring tools below to construct your timeline. Review them with your teacher and fellow team members and select your timeline tool.

- Tiki-Toki: <http://www.tiki-toki.com/>
- TimeGlider: <http://timeglider.com/>
- Capzles: <http://www.capzles.com/>
- Timetoast: <http://www.timetoast.com/>

Step 3B: Create and Publish Your Timeline

The specific steps you will take to complete your timeline will vary, but you should generally proceed as follows:

1. Write a rough draft of what you think your timeline should include.
2. Review your timeline's structure and content.
3. Revise your timeline's structure and content.
4. Proofread your timeline.
5. Remember to give your timeline an effective title.

You may want to review the Skills Tutorial, *Create Charts and Maps*. Remember to track your progress in the *Project Tracker*.

After you have published your timeline, complete the project by publishing it on the web. The publishing process will vary depending on the web-based interactive timeline authoring tool you chose.

STEP 4 DEMONSTRATE: Communicate Conclusions and Take Informed Action

Present your timeline to the class or another audience. Afterwards, reflect on the experience of doing the project and think about how you could improve for your next project.

Step 4A: Present Your Timeline of the African American Experience Since the 1960s

You may be presenting your completed timeline either to your classmates or to a different audience. Be sure to practice presenting all the information on the timeline. After your practice, think of ways to improve the presentation. Then practice your presentation again at least once before you make the presentation to others.

Once you have finished your timeline and prepared your presentation, it is time to share what you have found. Invite your audience to view your timeline as you explain your findings and conclusions. Ask them to share their reactions to your work.

Step 4B: Reflect on the Project

When you have completed your timeline, hold a team meeting to reflect on what you have learned and how the group worked together as a team. Then, each member of the group will need to complete the *Self-Assessment*.

At this point, your project will be complete. You will have learned more about the major developments affecting African Americans before, during, and after the civil rights movement, and you will have shared what you learned with others.

Knowing how the experience of African Americans has changed over time will affect how you think about issues involving race and society going forward. For example, when you read about the changing experience of a minority group within the United States, think about how this change reflects historical developments. Think about how changes in the experience of different groups relate to social movements, or the lack of social support. Speak up and share your understanding, regardless of what you may not yet know, and try to learn more about the importance of race in your local, state, national, and international community.

Project Launch



Dear Students:

One of the great anniversaries of American history is upon us: the semicentennial, or 50th anniversary, of the civil rights movement.

African Americans have always fought for their civil rights, but it was during the 1960s that they made significant strides. Many African Americans, such as the “Little Rock Nine,” risked injury, and even death, to secure the expansion of their civil rights. Now, we celebrate the 50th anniversary of that civil rights movement. The Semicentennial Committee selected your school to be part of this national commemoration.

We are counting on you to learn about the changes in the lives of African Americans since the civil rights movement in the 1960s. Your task is to celebrate progress made by African Americans since the 1960s by creating a timeline that cites important achievements for African Americans in general and for selected individuals who played key roles in the civil rights movement.

Your school will be responsible for presentation at the national ceremony on the major events and developments from the civil rights era to the present.

Your time line will not only depict important events, but also show how the civil rights movement changed the country forever. This timeline will be published online so that it will enable all Americans—and people around the world—to recognize achievements of which everyone can be truly proud.

Thank you, and best wishes,

Dwight Abernathy

Dwight Abernathy

PRESIDENT, CIVIL RIGHTS SEMICENTENNIAL COMMITTEE

WASHINGTON, D.C.

Project Contract

As a member of Team _____, I promise to do the following.

Respect My Teammates

- Listen to their ideas.
- Be polite and kind.
- Recognize and encourage their strengths.

Take Responsibility for My Work

- Attend each team meeting. If there is an emergency and I need to miss a meeting I will tell my teammates immediately and make up my work.
- Stay organized.
- Take responsibility for pieces of our project.
- Complete tasks on time.
- Use feedback from my teammates to improve my work.
- Ask for help when I need it.

Collaborate with My Team

- Share my ideas and talents with my team.
- Continually communicate with my teammates. Give feedback to team members on their ideas and work.
- Use feedback from my teammates to improve my work.
- Help the team solve problems, and stay focused.

Name: _____

Signature: _____

Date: _____

Teammates' and Contact Information:

_____	_____
_____	_____
_____	_____
_____	_____

Need-to-Know Questions

Follow these steps to organize Need-to-Know questions and answers.

1. Begin by writing a list of everything you already know in order to complete your project or paper.
2. Fill in the Need-to-Know table on the next page with the questions that you or the team needs to answer in order to complete your project.
3. In the Priority column, check off the first three questions that need to be answered. As you find answers, check off the three questions that you or the team should answer next and so on.
4. In the Help column, check off questions that you or the team will need your teacher's help to answer.

Keep asking and answering questions as you work on your project or paper. Add rows as needed.

ALREADY KNOW

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Rubric for a Civil Rights Timeline and Group Presentation

Use the rubric and rating system below to assess the group's timeline and presentation.

CRITERIA	EXCELLENT	ACCEPTABLE	MINIMAL	UNACCEPTABLE
Purpose	The purpose of the timeline is clear and reflects the assignment. The Guiding Question is clearly answered.	The purpose of the timeline is mostly clear and reflects the assignment. The Guiding Question is sufficiently answered.	The purpose of the timeline is unclear or partly off topic. The Guiding Question is insufficiently answered.	The purpose of the timeline is unclear and completely off topic. The Guiding Question is not addressed.
Overall Appearance	Maps, graphs, charts or tables, photos, cartoons, video clips, and primary source quotes are presented in a visually striking manner.	Maps, graphs, charts or tables, photos, cartoons, video clips, and primary source quotes are presented in a clear manner.	Maps, graphs, charts or tables, photos, cartoons, video clips, and primary source quotes are presented in a somewhat disorderly and confusing manner.	Maps, graphs, charts or tables, photos, cartoons, video clips, and primary source quotes are presented in a disorderly and confusing manner and may be incomplete.
Layout and Structure	The layout and structure of the entries makes the content clear and shows signs of careful planning and revising.	The layout and structure of the entries helps the user understand the content.	The layout and structure of the entries does not present the information clearly and is confusing.	The layout and structure of the entries is disorganized and makes it difficult to understand the content presented.
Entries	Ten timeline entries are present, appropriate, accurate, interesting, and compelling. The entries for events after the 1960s clearly show changes in areas defined by entries for events before and during the 1960s. At least three of the timeline entries reflect developments in the lives of individuals who played key roles in the civil rights movement.	Ten timeline entries are present, appropriate, accurate, interesting, and clearly presented. Some of the entries for events after the 1960s demonstrate changes in areas defined by entries for events before and during the 1960s. At least three of the timeline entries reflect developments in the lives of individuals who played key roles in the civil rights movement.	Fewer than 10 timeline entries are present. Most entries are somewhat inaccurate, inappropriate, uninteresting, or presented in an unclear manner. Most of the entries for events after the 1960s are unrelated to changes in areas defined by entries for events before and during the 1960s. The timeline does not include at least three entries that reflect developments in the lives of individuals who played key roles in the civil rights movement.	Fewer than 10 timeline entries are present. Most entries are inaccurate, inappropriate, uninteresting, or presented in an unclear manner. Most of the entries for events after the 1960s are unrelated to changes in areas defined by entries for events before and during the 1960s. The timeline does not include at least three entries that reflect developments in the lives of individuals who played key roles in the civil rights movement.



Rubric for a Civil Rights Timeline and Group Presentation

CRITERIA	EXCELLENT	ACCEPTABLE	MINIMAL	UNACCEPTABLE
Writing	There are few, if any, spelling or grammatical errors.	There are only minor spelling or grammatical errors.	There are serious spelling or grammatical errors.	Spelling and grammatical errors make the writing difficult to understand.

Project Tracker

Use the template below to help organize your progress as you complete the steps in this project. Assign tasks to one person or the entire team.

TASK	ASSIGNED TO	DUE DATE	DATE COMPLETED
Planning			
Assign Roles	_____	_____	_____
Manager			
Get Familiar With Web-Based Timeline Authoring Tool	_____	_____	_____
Give Timeline Authoring Tool Tutorial to Fellow Team Members	_____	_____	_____
Draft Timeline	_____	_____	_____
Revise Timeline	_____	_____	_____
Publish Timeline	_____	_____	_____
Major Events Team Member(s)			
Research	_____	_____	_____
Submit to Group	_____	_____	_____
Revise	_____	_____	_____
Submit to Manager	_____	_____	_____
Maps Team Member(s)			
Research	_____	_____	_____
Submit to Group	_____	_____	_____
Revise	_____	_____	_____
Submit to Manager	_____	_____	_____

TASK	ASSIGNED TO	DUE DATE	DATE COMPLETED
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Charts or Tables Team Member(s)

Research	_____	_____	_____
Submit to Group	_____	_____	_____
Revise	_____	_____	_____
Submit to Manager	_____	_____	_____

Graphs Team Member(s)

Research	_____	_____	_____
Submit to Group	_____	_____	_____
Revise	_____	_____	_____
Submit to Manager	_____	_____	_____

Photographs, Cartoons, or Videos Team Member(s)

Research	_____	_____	_____
Submit to Group	_____	_____	_____
Revise	_____	_____	_____
Submit to Manager	_____	_____	_____

Primary Sources Team Member(s)

Research	_____	_____	_____
Submit to Group	_____	_____	_____
Revise	_____	_____	_____
Submit to Manager	_____	_____	_____

Roles for Topic Inquiry Project

As a team, determine the team members responsible for each role below. Some team members may have more than one role. Some roles may need more than one person or even the entire team. Check off each task as it is completed. You will need to fulfill these roles for the whole group as well as for your subgroup.

Role	Team Member(s) Responsible	Basic Responsibilities
All Team Members		<ul style="list-style-type: none"> <input type="checkbox"/> Adhere to <i>Project Contract</i>. <input type="checkbox"/> Assist other team members in revisions.
Project Manager		<ul style="list-style-type: none"> <input type="checkbox"/> Record project roles and maintain the Project Tracker. <input type="checkbox"/> Learn and use the timeline authoring tool. <input type="checkbox"/> Oversee creation of final timeline. <input type="checkbox"/> Lead team meetings, record tasks as they are completed, report progress and obstacles to teacher. <input type="checkbox"/> Make sure all tasks are finished and the project is ready for presentation.
Major Event Team Member(s)		<ul style="list-style-type: none"> <input type="checkbox"/> Research material. <input type="checkbox"/> Use the Information Organizer to record information and sources. <input type="checkbox"/> Create rough drafts. <input type="checkbox"/> Share your research, including your completed Information Organizer, and work with the team to revise content. <input type="checkbox"/> Submit finalized timeline entries to Project Manager.
Maps Team Member(s)		<ul style="list-style-type: none"> <input type="checkbox"/> Research material. <input type="checkbox"/> Use the Information Organizer to record information and sources. <input type="checkbox"/> Create rough drafts. <input type="checkbox"/> Share your research, including your completed Information Organizer, and work with the team to revise content. <input type="checkbox"/> Submit finalized timeline entries to Project Manager.

Role	Team Member(s) Responsible	Basic Responsibilities
Charts or Tables Team Member(s)		<ul style="list-style-type: none"> <input type="checkbox"/> Research material. <input type="checkbox"/> Use the Information Organizer to record information and sources. <input type="checkbox"/> Create rough drafts. <input type="checkbox"/> Share your research, including your completed Information Organizer, and work with the team to revise content. <input type="checkbox"/> Submit finalized timeline entries to Project Manager.
Graphs Team Member(s)		<ul style="list-style-type: none"> <input type="checkbox"/> Research material. <input type="checkbox"/> Use the Information Organizer to record information and sources. <input type="checkbox"/> Create rough drafts. <input type="checkbox"/> Share your research, including your completed Information Organizer, and work with the team to revise content. <input type="checkbox"/> Submit finalized timeline entries to Project Manager.
Photographs, Cartoons, or Videos Team Member(s)		<ul style="list-style-type: none"> <input type="checkbox"/> Research material. <input type="checkbox"/> Use the Information Organizer to record information and sources. <input type="checkbox"/> Create rough drafts. <input type="checkbox"/> Share your research, including your completed Information Organizer, and work with the team to revise content. <input type="checkbox"/> Submit finalized timeline entries to Project Manager.
Primary Sources Team Member(s)		<ul style="list-style-type: none"> <input type="checkbox"/> Research material. <input type="checkbox"/> Use the Information Organizer to record information and sources. <input type="checkbox"/> Create rough drafts. <input type="checkbox"/> Share your research, including your completed Information Organizer, and work with the team to revise content. <input type="checkbox"/> Submit finalized timeline entries to Project Manager.

Role	Team Member(s) Responsible	Basic Responsibilities
<p>Practice Run Leader Team Member(s)</p>		<ul style="list-style-type: none"> ___ Gather team members for first practice run presentation of timeline. ___ Record team members' suggestions for revising the presentation. ___ Make revisions to the presentation and share with team. ___ Gather team members for second practice run presentation of timeline.
<p>Are there any other roles for your project? Add them here.</p>		

Timeline Entry: Map (National, State, or Local)			
Concept	Title	About	Source

Timeline Entry: Map (National, State, or Local)			
Concept	Title	About	Source

Timeline Entry: Chart or Table (National, State, or Local)			
Concept	Title	About	Source

Timeline Entry: Chart or Table (National, State, or Local)			
Concept	Title	About	Source

Timeline Entry: Graph (National, State, or Local)			
Concept	Title	About	Source

Timeline Entry: Graph (National, State, or Local)			
Concept	Title	About	Source

Timeline Entry: Photographs, Cartoons, or Video Clips (National, State, or Local)			
Concept	Title	About	Source

Timeline Entry: Photographs, Cartoons, or Video Clips (National, State, or Local)			
Concept	Title	About	Source

Timeline Entry: Primary Source Quotes			
Concept	Title	About	Source
Supporting Photo, Cartoon, or Video Clip			

Timeline Entry: Primary Source (State or Local)			
Concept	Title	About	Source
Supporting Photo, Cartoon, or Video Clip			

Team Assessment

Use the rubric and rating system below to assess your team as a whole and your personal performance. In your team rating, consider how most of your teammates fulfilled the criteria and average out each individual's performance in your rating. For instance, if two of four team members rated a four under Participation, and the other two rated a two, then the average would be three. This evaluation will be confidential so you should feel free to be as candid and honest as possible.

	4	3	2	1	You	The Team
Participation	Participated fully.	Participated most of the time.	Participated some of the time and frequently distracted.	Participated rarely or not at all.		
Listening	Listened to others and spoke when appropriate.	Listened to others, but sometimes talked over other speakers.	Willing to listen to others but talked over other speakers most of the time.	Did not listen to others and talked over other speakers all of the time.		
Cooperation	Cooperated and did not argue.	Cooperated but sometimes argued.	Cooperated sometimes but always argued.	Did not cooperate effectively.		
Time Management	Completed all team-assigned tasks on time.	Completed most team-assigned tasks on time.	Completed few of the team-assigned tasks on time and required the help of others to meet deadlines.	Completed none of the tasks on time and other team members ended up doing the work.		
Teamwork	Always treated others respectfully and shared the workload fairly. Maintained team goals and helped others stay on task. Respected others' opinions and supported decisions.	Often treated others respectfully and shared the workload fairly. Maintained team goals. Usually respected opinions and supported decisions.	Sometimes treated others disrespectfully and did not share the workload fairly. Sometimes veered off from the team goals. Usually sided with those who has a similar opinion or decision.	Treated others disrespectfully and did not share the workload. Did not stick to the team goals. Did not respect opinions or decisions of others.		
Contribution	Collected and shared information that related to the topic. Offered detailed, constructive feedback when appropriate.	Collected and shared some information related to the topic. Offered constructive feedback when appropriate.	Collected information but often the information was off-topic. Offered feedback but which was sometimes inappropriate or not useful.	Collected little data and most did not relate to the topic. Provided only fault-finding criticism with no suggestions.		

What did the team do particularly well?

What could the team improve on?