Civil Rights Monument: Recognition for All

Susan Black
10th - 12th Grade

National Standard
Era 9: Postwar United States (1945-1970s) / Standard 4A
Standard 4A: The student understands the “Second Reconstruction” and its advancement of civil rights.

Washington State Social Studies EALRs
Social Studies EALR 4: CIVICS - The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

4.1.3A: Analyze how individual rights can be balanced with the common good.
4.1.3B: Analyze why democracy requires citizens to deliberate on public problems and participate in collective decision making
4.2.3A: Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions
4.2.3B: Evaluate campaign and voting materials and activities and explain the importance of responsible voting

Social Studies EALR 1: HISTORY - The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.

1.1.3A: Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time
1.1.3B: Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability
1.2.3: Identify and analyze major concepts, people, and events in 20th century U.S. History including:
• Post-World War II domestic, political, social, and economic issues (1945-present)

PROBLEM

Often times the Civil Rights Movement is seen as a power struggle between blacks and whites, and the opposing tactics of Martin Luther King, Jr. and Malcolm X to gain equal rights for all Americans. While these theories deserve to be recognized, it is extremely important to realize that not every struggle was black versus white and that many more people were involved in the progression of this movement.

So many of the names of those who played critical and minor roles in the pursuit of equality have been forgotten or looked over, for the glorification of a few.

“A community is democratic only when the humblest and weakest person can enjoy the highest civil, economic, and social rights that the biggest and most powerful possess.”
A. Philip Randolph
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SCENARIO

Often times the Civil Rights Movement is seen as a power struggle between blacks and whites, and the opposing tactics of Martin Luther King, Jr. and Malcolm X to gain equal rights for all Americans. While these theories deserve to be recognized, it is extremely important to realize that not every struggle was black versus white and that many more people were involved in the progression of this movement.


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TASKS

Congress has granted permission for the construction of a new monument on the National Mall in Washington, D.C. dedicated to participants in the Civil Rights Movement. The Freedom for All Foundation (FAF), who were instrumental in lobbying for the monument’s approval, are pleased that a memorial dedicated to Martin Luther King, Jr.’s participation in the movement is already underway; however, they feel that his, and Malcolm X’s, identification with the cause has overshadowed recognition of other people’s efforts and achievements. This project is not without its critics who contend that there is little reason to add another tribute to the Civil Rights Movement. They argue that there is only so much space on the National Mall and if a dedication is made to every aspect of every movement, the National Mall will become too cluttered for any of the structures to receive due respect. Your firm has been tasked with investigating whether another tribute is warranted and if so, to create a plan for what and/or who should be included on this tribute. The foundation, also, wants you to provide reasoning for your choices so that the board of directors can make an informed decision on whether to go with your plan. Your supervisor has chosen you to write up the plan and present it to the FAF board of directors.*

*Your classmates will vote on the best proposal and presentation.
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RESOURCES

Internet


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ASSESSMENT

Each group will be required to complete a written paper and an oral presentation. In addition, each group member will anonymously evaluate their fellow group members, along with the effort and the energy they demonstrated toward the project.
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## ORAL PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Question or Problem</strong></td>
<td>Identifies a relevant issue or sub-problem in the scenario</td>
<td>States a central question or problem in the scenario</td>
<td>States a clear and accurate central question or problem with reasons for its importance</td>
<td>Gives other possible questions or problems and tells why this is the central question or problem</td>
</tr>
<tr>
<td><strong>Position or Decision</strong></td>
<td>Focuses on the central issue in the scenario</td>
<td>Answers the question or addresses the problem</td>
<td>Explains why this decision is better than other possible choices</td>
<td>Describes the process of making the decision</td>
</tr>
<tr>
<td><strong>Supporting Argument</strong></td>
<td>Explains the decision with reasons</td>
<td>Provides three or more logical reasons</td>
<td>Provides three or more reasons that, taken together, logically lead to the position</td>
<td>Provides at least one counter-reason to the position</td>
</tr>
<tr>
<td><strong>Evidence Sources</strong></td>
<td>Gives sources to explain the decision</td>
<td>Gives three or more reliable sources</td>
<td>Gives sources to support the main parts of the argument</td>
<td>Gives sources that do not support the decision and tells why they were not accepted</td>
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<td><strong>Argument</strong></td>
<td>Uses vocabulary that can be understood by the audience</td>
<td>Gives the question, decision, argument, and evidence with sources</td>
<td>Explains why the ideas should be important to this audience</td>
<td>Uses a story, or other “hook” to get the audience interested</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Gives timeline of problem solving activities</td>
<td>Describes problems or challenges the group had</td>
<td>Identifies important “ah-has” for the group and explains how they happened</td>
<td>Describes what could have been better and lessons learned</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed-uninterested and used monotone</td>
<td>Some mumbling; little eye contact; uneven rate; little or no expression</td>
<td>Clear articulation but not as polished</td>
<td>Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence</td>
</tr>
<tr>
<td><strong>Audience Response</strong></td>
<td>Incoherent; audience lost interest and could not determine the point of the presentation</td>
<td>Some related facts but went off topic and lost audience; mostly presented facts with little or no imagination</td>
<td>Presented facts with some interesting “twists”; held the audience’s attention most of the time</td>
<td>Involved the audience in the presentation; points made in creative way; held audience’s attention throughout</td>
</tr>
<tr>
<td><strong>Length of Presentation</strong></td>
<td>More than 4 minutes away from allotted time</td>
<td>Between 2-4 minutes of allotted time</td>
<td>Between 0-2 minutes from allotted time</td>
<td>Within allotted time</td>
</tr>
</tbody>
</table>

*The score is dependent upon meeting the requirements of the lower scores as well.*
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WRITTEN REPORT RUBRIC

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<tr>
<td>Sentence Structure</td>
<td>Repetitious; fragments and run-ons are frequent</td>
<td>Variety is present; some errors are evident</td>
<td>Complete and correct</td>
<td>Complete; varied; interesting</td>
</tr>
<tr>
<td>Punctuation/Spelling</td>
<td>Block meaning</td>
<td>Careless or distracting</td>
<td>Errors present but do not interfere with meaning</td>
<td>Error-free</td>
</tr>
<tr>
<td>Voice</td>
<td>Unclear</td>
<td>Mechanical, formulaic</td>
<td>Clear and authentic</td>
<td>Distinctive; appropriate to task and audience</td>
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## REFERENCES/CITATIONS


