



**Literacy Design
Collaborative**

Transforming Civil Rights Through Civic Engagement

by Stephanie Hartman

Adapted from "MC IMPORT: Transforming Civil Rights Through Civic Engagement" by Stephanie Hartman

This module was designed to align with the Colorado District Sample Curriculum Project U.S. History instructional unit entitled "Change is a Comin'" found at:

<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-socialstudies>

The intent is for the teaching task to be completed throughout the unit as students will be writing the script for their documentaries as the task. During the module students will:

1. Explore instances of social injustice that resulted in change.
2. Analyze the impact of conflict on the progression of Civil Rights.
3. Identify effective methods for initiating change.
4. Demonstrate an understanding of Civil Rights in America.

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GRADES

9 - 12

DISCIPLINE

 **Social Studies**

COURSE

 **US History**

Section 1: What Task?

Teaching Task

Task Template 25 - Informational or Explanatory

How do democratic ideals (e.g. justice for all) and practices motivate people to act for societal change? After reading various primary and secondary sources on civil rights issues in the past 150 years, write a script for the documentary to be presented to an international delegation that examines the causes of a selected civil rights issue and the resulting societal changes and explains the effect(s) on the future of civil rights in the United States. What conclusions or implications can you draw? Support your discussion with evidence from the text(s).

Common Core State Standards

College and Career Readiness Anchor Standards for Reading

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

CCR.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Social Studies

CO

Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government

CO

Explain how information and changing perceptions and values of places and environment influence personal actions

Custom Standards

HS.H.1.c

Construct and defend a written historical argument using relevant primary and secondary sources as evidence.

HS.H.2.e

Analyze continuity and change in eras over the course of United States history.

Texts

- 🔗 [How to Write a Script for a Documentary. \(student/teacher\)](#)
- 🔗 [Purdue University Online Writing Lab. \(student\)](#)
- 🔗 [Teaching Tolerance. \(teacher\)](#)
- 🔗 [Rights for Women: The Suffrage Movement and its Leaders](#)
- 🔗 [The 13th Amendment](#)
- 🔗 [The 14th Amendment](#)
- 🔗 [The 15th Amendment](#)
- 🔗 [The Civil Rights Act of 1964](#)

Background for Students

After reading various sources on the impact that social injustice has had on the progression of civil rights, you will write a script for a documentary that focuses on both the historical and current efforts to ensure "justice for all". Your group should discuss their vision of the future of the United States in regards to the continued progression of their selected civil liberty.

Extension

Students may be assigned roles such as director, writer, prop and/or costume designer, actor, editor; however, everyone needs to do some research

Students may be provided with opportunities to select certain aspects of the production of the documentary such as the advertisements, or they may choose to storyboard (paper/pen task) the documentary

Students may use note catchers, graphic organizers, etc.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING/NOTE TAKING: Ability to identify the central point and main supporting elements of a text.

ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

Transition to Writing

BRIDGING: Ability to begin linking reading results to writing task.

Writing Process

CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
<i>Not provided</i>	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>SHORT CONSTRUCTED RESPONSE Present the class with the poem "The New Colossus," by Emma Lazarus that is inscribed on the Statue of Liberty and lead a discussion about its deeper meaning and purpose. Once students have read and discussed the poem, provide the students with the teaching task and ask them to make connections between the quote and the task.</p>	<p>Student meets expectations if he/she does the following:</p> <p>Students will be scored based on participation in the class discussion.</p>	<ul style="list-style-type: none"> ● Link this task to earlier class content. ● Discuss student responses. ● Clarify timetable and support plans for the task. <p>Pacing: 10-20 Minutes</p>
<i>Not provided</i>	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>LIST In small groups, students will create posters that depict important elements of the task and rubric. Posters can include text or visual representation of the task.</p>	<p>Student meets expectations if he/she does the following:</p> <p>Students will be scored on the accuracy of their poems.</p>	<ul style="list-style-type: none"> ● Share examples of type of text students will produce (either from past students or from professional writers). ● Identify or invite students to identify key features of examples. ● Pair students to share and improve their individual bullets. ● Create a classroom list: Choose one student to share a few ideas on the board, and ask other to add to it. <p>Pacing: 20-30 Minutes</p>
Reading Process				

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	<p>ACTIVE READING/NOTE TAKING: Ability to identify the central point and main supporting elements of a text.</p>	<p>NOTES You will work individually or with a partner to complete a Cornell Notes template for each of the provided texts. Your notes should focus specifically on the following questions: What actions of the people inspired change? What was the resulting outcome of the actions? In the reflection section of your notes comment specifically on the effectiveness of the method used by the groups to initiate change.* L2 What competing arguments have you encountered or can you think of? * L3 What historical or current examples can you note that relate to the task prompt?</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Students identify main ideas relating to the actions that inspired change in policy or society? 	<ul style="list-style-type: none"> Invite students to share and discuss their answers for each text. After the discussion, allow them to add to their entries. <p>Pacing: Ongoing</p>
Not provided	<p>ESSENTIAL VOCABULARY: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.</p>	<p>LIST In your notebook, list words and phrases essential to the texts or teaching task. Add definitions or sentences that use the word in context, and (if appropriate) notes on connotation in this context.</p>	<p>Student meets expectations if he/she does the following:</p> <ul style="list-style-type: none"> Lists appropriate phrases. Provides accurate definitions. Analyzes connotative meanings. 	<ul style="list-style-type: none"> Model identifying essential vocabulary from the text. Review connotation and give examples <p>Pacing: Ongoing</p>
Transition to Writing				
Not provided	<p>BRIDGING: Ability to begin linking reading results to writing task.</p>	<p>LIST Based on the readings and unit content, write a paragraph that reflects on what you learned and lists ideas for your group's documentary. Think specifically about what historical events you will reference and what you see for the future of America (concerning "justice for all").</p>	<p>Student meets expectations if he/she does the following:</p> <p>Students have written a complete paragraph that addresses all aspects of the prompt.</p>	<ul style="list-style-type: none"> Small or Whole Group Discussion <p>Pacing: 15-20 Minutes</p>
Writing Process				

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	CONTROLLING IDEA: Ability to establish a controlling idea and consolidate information relevant to task.	SHORT CONSTRUCTED RESPONSE Write a short paragraph that includes a a clear thesis statement and sequences the key points, historical events/decisions that your group plans to focus on in your script/documentary.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Writes a concise introductory paragraph. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of their thesis. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs and thesis statements. Ask class to discuss what makes them strong or weak. Review ideas from the bridge to writing paragraph students wrote. Pacing: 20-30 Minutes
Not provided	PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.	OUTLINE Create an outline based on your notes and reading, for the documentary you and your group plan on producing in which you state your claim, sequence your points, and note your supporting evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions. Pacing: 20-25 Minutes
Not provided	DEVELOPMENT: Ability to construct an initial draft with an emerging line of thought and structure.	LONG CONSTRUCTED RESPONSE Write an initial draft of the script complete with opening, development, and closing; insert and cite textual evidence.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track. Pacing: 45-60 Minutes
Additional Attachments: 🔗 Script Writing Template for Microsoft Word				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	LONG CONSTRUCTED RESPONSE Work with your group to refine the script by reviewing the teaching task and rubric. Make sure that you have included all elements of the prompt. Make any necessary changes to improve your group's script. Also check to make sure that you have included all the parts of a script for a documentary.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Changes are made to the draft to make it better or to include more information. Assign students to provide each other with feedback on those issues. Students work with a partner to identify strengths and weaknesses in their compositions. Pacing: 30 Minutes
Not provided	EDITING: Ability to proofread and format a piece to make it more effective.	LONG CONSTRUCTED RESPONSE Revise draft to ensure that it has correct spelling, capitalization, punctuation, and grammar. Make any necessary changes.	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Review a list of proofreading marks. Assign students to proofread each other's texts a second time. Pacing: 10-15 Minutes
Not provided	COMPLETION: Ability to submit final piece that meets expectations.	LONG CONSTRUCTED RESPONSE Turn in your complete set of drafts, plus the final version of your piece	Student meets expectations if he/she does the following: <ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	Pacing: 5 Minutes

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided