

Name: \_\_\_\_\_

### Civil Rights Projects

YOU GET TO BE THE TEACHER! You may make this as fun or unexciting as you want!

**Assignment:** Choose one of the topics below and create a physical product (options listed below) and presentation that will teach the class about your subject.

**Options:** Include (but are not limited to):

-Powerpoint presentation

-Paper (at least two pages)

-Poster

-Skit

-Model

-Diagram

*-If an option you want to do is not on this list, approve it with Mr. Barnes first.*

**Presentation:** Needs to be *at least five minutes*, but please no longer than eight. You **must** utilize the product that you created in the lesson that you teach to the class.

**Bibliography:** You **MUST** have *at least THREE RELIABLE* sources (ie: Books in print or online, or websites from the LTHS library website). **NOTHING ending with ".com" is considered a reliable source!**

**Rubric:**

\_\_\_\_\_/10 - Information/knowledge of topic

\_\_\_\_\_/35 - Physical Product

\_\_\_\_\_/35 - Presentation (fluency, information/accuracy, engaging, etc...)

\_\_\_\_\_/10 - Creativity

\_\_\_\_\_/10 - Bibliography

\_\_\_\_\_/100 – TOTAL

## Product Options

(If you are interested in researching a topic that is not on this list, ask Mr. Barnes for permission.)

- John F. Kennedy
- Martin Luther King, Jr.
- Rosa Parks
- *Plessy v. Ferguson*
- Malcolm X
- *Brown v. Board of Education of Topeka*
- Affirmative Action
- Jesse Jackson
- Montgomery Bus Boycott
- Sit-ins
- National Association for the Advancement of Colored People (NAACP)
- SCLC
- Civil Rights Act of 1964
- Non-violent Protests
- Little Rock Central High School in Little Rock, Arkansas
- Dwight D. Eisenhower (limit project to his role in Civil Rights)
- Freedom Rides
- Voting Rights Act of 1965
- March on Washington, 1963
- Ku Klux Klan
- Race Riots
- Black Power/Stokely Carmichael
- Civil Rights songs/singers
- Black Panthers

## Oral Presentation Rubric : Vietnam Presentation

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Props	Student uses several props that show considerable work/creativity and which make the presentation better.	Student uses 1 prop that shows considerable work/creativity and which make the presentation better.	Student uses 1 prop which makes the presentation better.	The student uses no props OR the props chosen detract from the presentation.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.

## Newspaper : WAR IN VIETNAM!

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Use of Primary Sources	Reading of primary source material was thorough.	Reading of primary source material was fairly thorough.	Reading of primary source material was incomplete.	Reading of primary source material was not done.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.

## Making A Map : Vietnam Hotspots

Teacher Name: **Mr. Barnes**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Labels - Accuracy	At least 90% of the items are labeled and located correctly.	80-89% of the items are labeled and located correctly.	79-70% of the items are labeled and located correctly.	Less than 70% of the items are labeled and located correctly.
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Many lines, corrections of errors, and/or features are not neatly done.
Scale	All features on map are drawn to scale and the scale used is clearly indicated on the map.	Most features on map are drawn to scale and the scale used is clearly indicated on the map.	Many features of the map are NOT drawn to scale even though a scale is clearly indicated on the map.	Many features of the map are NOT drawn to scale AND/OR there is no scale marker on the map.
Map Legend/Key	Legend is easy-to-find and contains a complete set of symbols, including a compass rose.	Legend contains a complete set of symbols, including a compass rose.	Legend contains an almost complete set of symbols, including a compass rose.	Legend is absent or lacks several symbols.