

# Trailblazers & Trendsetters III

Name \_\_\_\_\_ Grade 8 College \_\_\_\_\_ Date \_\_\_\_\_

## Grade/Completed/Assignment Introductory Activities

Place a  to the left after completing each item.  
Put ALL assignments in order before submitting unit.

- \_\_\_\_\_ Activity: *Prejudice Chart* (LG)
- X2 \_\_\_\_\_ Activity: *Powerful Words Collage* (LG)
- X2 \_\_\_\_\_ Film Questions: "A Time for Justice"

### Group Members:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Reading Activities

- \_\_\_\_\_ Teen Biz3000: Article – *A Party at Nelson Mandela’s*
- \_\_\_\_\_ Teen Biz3000: Article – *Coretta Scott King, 1927-2006*
- \_\_\_\_\_ Teen Biz3000: Article – *Freedom for All*
- \_\_\_\_\_ Teen Biz3000: Article – *Never Forgotten*
- \_\_\_\_\_ Teen Biz3000: Article – *Saving American History*
- \_\_\_\_\_ Teen Biz3000: Article – *She Did What Was Right*
- \_\_\_\_\_ Teen Biz3000: Article – *Three People Who Changed the World*
- \_\_\_\_\_ Teen Biz3000: Article – *What’s Right is Right*
- \_\_\_\_\_ Teen Biz3000: Article – *Wonder Is a Winner*

## Writing Activities

- \_\_\_\_\_ Teen Biz3000: Revising & Editing 1/19/09 *Error-free Sentences*  
(Types of sentences, Sentence fragments, Run-on sentences, Present and past tense verbs, Subject verb agreement)
- \_\_\_\_\_ Teen Biz3000: Revising & Editing 2/2/09 *Better Sentences*  
(Sensory details and concrete examples, Clear and concise sentences, Active voice, Parallel structure, Quotations)

## Research Performance Task

**Step 1:** Choose an event/organization from the Civil Rights Movement. \* Suggestions on back.

**Step 2:** Choose an event or organization relevant to another group’s Civil Rights struggle (based on race, religion, gender, disability, sexual orientation, or other). \* Suggestions on the back.

**Step 3:** Research each choice, comparing and contrasting the events or organizations.

- |   |   |  |
|---|---|--|
| <p>_____ <b><u>Choice # 1 Website</u></b></p> <p>_____ HO – <i>Research Questionnaire</i> (2 Topics)</p> <p>_____ Plan – <i>Research Article</i></p> <p>_____ HO <i>Venn Diagram</i> (2 Topics)</p> <p>X2 _____ Rough Draft – <i>Article</i></p> <p>_____ Group Project – <i>Peer-Evaluation</i></p> <p>X5 _____ <b>Web-page – <i>Civil Rights Article</i></b></p> <p>X3 _____ <b>Website – <i>Group’s Homepage</i></b></p> | <p>OR</p> <p>OR</p> <p>OR</p> <p>OR</p> <p>OR</p> <p>OR</p> <p>OR</p> | <p>_____ <b><u>Choice # 2 Research Paper</u></b> <b>CIRCLE (1)</b></p> <p>OR HO – <i>Research Questionnaire</i> (2 Topics)</p> <p>OR Plan – <i>Research Paper</i></p> <p>OR HO <i>Venn Diagram</i> (2 Topics)</p> <p>OR Rough Draft - <i>Research Paper</i></p> <p>OR Research Paper – <i>Peer-Evaluation</i></p> <p>OR <b><i>Civil Rights Research Paper</i></b></p> <p>OR <b><i>Civil Rights Display</i></b></p> |
|---|---|--|

**GPS:**  
ELARI  
ELAW1  
ELAW2  
ELALSV1

## Assessment Grid \* See Assessment Grid on Back

- \_\_\_\_\_ Choice # 1: \_\_\_\_\_
- X5
- \_\_\_\_\_ Choice # 2: \_\_\_\_\_
- X5

**Choice 1:**  
**Group Members**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Choice 2:**  
**Group Members**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Average DUE:** \_\_\_\_\_

**Suggested Topics:** You can choose other topics with prior approval

## Events & Organizations of the African-American Civil Rights Movement

*Bombing in Birmingham*      *Civil Rights Act of 1964*      *The Black Panthers*      *Freedom Riders*      *Media & Civil Rights*  
*Watts Riots*      *Montgomery Bus Boycott*      *March on Washington*      *NAACP*      *Voting Rights Act of 1968*

## Events & Organizations of other Civil Rights Struggles

*Suffrage Movement*      *Human Rights Campaign (HRC)*      *Freedom Riders*      *Media & Civil Rights*      *Stonewall Riots*  
*National Organization of Women*      *March on Washington*      *American Civil Liberties Union (ACLU)*      *Poor People's March*  
*Individuals with Disabilities Education Act (IDEA)*      *Amnesty International Human Rights Watch (HRW)*      *Anti-Defamation League*

### Assessment Grid – 8<sup>th</sup> Grade

<p><b>1. Create a <u>PowerPoint</u></b> about an event or organization of the Civil Rights Movement.</p> <p>20 Slides                      ___/25                      Images                         ___/25                      Accurate Info                ___/25                      Conventions                 ___/25</p> <p>Score = ____/100</p>	<p><b>2. Create a <u>News Report</u></b> about a significant event or organization of the Civil Rights Movement.</p> <p>300 Words                      ___/25                      Conventions                   ___/25                      Historical Facts               ___/25                      Presentation                 ___/25</p> <p>Score = ____/100</p>	<p><b>3. Research and write an <u>Illustrated Story</u></b> with a plot and characters based on a Civil Rights event or organization.</p> <p>300 Words                      ___/25                      Pictures/Images               ___/25                      Accurate Info                ___/25                      Historical Facts               ___/25</p> <p>Score = ____/100</p>
<p><b>4. <u>Interview</u></b> someone you know that may have experienced or is very familiar with the events or organizations of the Civil Rights Movement.</p> <p>20 Questions                 ___/25                      20 Answers                   ___/25                      Accurate Info                ___/25                      Intro. Interviewee         ___/25</p> <p>Score = ____/100</p>	<p><b>5. Write a <u>Play/Skit</u></b> that highlights an event or organization of the Civil Rights Movement. Include a cast, believable plot, descriptive setting, stage directions, and accurate historical facts.</p> <p>300 Words                      ___/25                      Cast, Setting, Plot, Etc.    ___/25                      Accurate Info                ___/25                      Historical Facts               ___/25</p> <p>Score = ____/100</p>	<p><b>6. Draw a <u>Comic Strip</u></b> with 5 panels highlighting an about a significant event or organization of the Civil Rights Movement. Make sure the dialogue and information are relevant.</p> <p>6 Panels/Neatness           ___/25                      Appropriate Dialogue      ___/25                      Accurate Info                ___/25                      Creativity                      ___/25</p> <p>Score = ____/100</p>
<p><b>7. Create a <u>Scrapbook</u></b> of articles about a significant event or organization of the Civil Rights Movement. Write a 3 paragraph summary for each.</p> <p>8 Civil Rights Articles      ___/25                      8 Article Summaries        ___/25                      Pictures/Images               ___/25                      Conventions                 ___/25</p> <p>Score = ____/100</p>	<p><b>8. Write a <u>Biography</u></b> of a person that you think made an important impact on African American history today. How has this individual made an impact on your generation?</p> <p>15 Accurate Facts            ___/25                      Includes Background Info   ___/25                      Support/Examples of Topic ___/25                      Images/Pictures              ___/25</p> <p>Score = ____/100</p>	<p><b>9. Create <u>Jeopardy Questions</u></b> about a significant event or organization of the Civil Rights Movement. Use index cards or create a Jeopardy PowerPoint.</p> <p>25 Questions                 ___/25                      5 Categories                 ___/25                      Accurate Info                ___/25                      Conventions                 ___/25</p> <p>Score = ____/100</p>

<p><b>10. Create and record an original <u>Song/Rap</u> about a struggle for civil rights.</b></p> <p>Accurate Info _____/25  Creativity _____/25  Use of Figurative Language _____/25  Effort _____/25</p> <p>Score = ____/100</p>	<p><b>11. Create a <u>Video/Podcast</u> about the importance of civil rights struggles.</b></p> <p>Accurate Info _____/25  Effort _____/25  2-3 Minutes _____/25  Creativity _____/25</p> <p>Score = ____/100</p>	<p><b>12. Create a <u>Visual Poem</u> using images and words to convey a theme or message about a civil rights struggle. (Can be drawn or created using PowerPoint)</b></p> <p>Images/Creativity _____/25  Figurative Language _____/25  Conventions _____/25  Effort _____/25</p> <p>Score = ____/100</p>
---	---	--

### Web Site Design : Trailblazers & Trendsetters (Choice # 1)

CATEGORY	20	15	10	5
<b>Content</b>	The site/page has a well-stated clear purpose and theme that is carried out throughout the site. Answers all the 5 W's.	The site/page has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it. Answers most of 5 W's.	The purpose and theme of the site/page is somewhat muddy or vague. Answers some of the 5 W's.	The site/page lacks a purpose and theme. Answers a few of the 5 W's.
<b>Learning of Material</b>	The student has an exceptional understanding of the material included in the site.	The student has a good understanding of the material included in the site.	The student has a fair understanding of the material included in the site.	Student did not appear to learn much from this project.
<b>Spelling &amp; Grammar</b>	There are no errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are more than 5 errors in spelling, punctuation or grammar in the final draft.
<b>Requirements</b>	All of the requirements (500 words, 5 graphics, 3 links) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done.	Used time well during each class period. Usually focused on getting the project done.	Used some of the time well during each class period. There was some focus on getting the project done.	Did not use class time to focus on the project OR often distracted others.

### Research Paper : Trailblazers & Trendsetters (Choice # 2 - PartA)

CATEGORY	20	15	10	5
<b>Content</b>	The paper has a well-stated, clear topic throughout and answers all the 5 W's.	The paper has a clear topic and answers most of the 5 W's.	The paper lacks a clear topic and answers only a few of the 5 W's.	The paper lacks a purpose.
<b>Learning of Material</b>	The student has an exceptional understanding of the material included in the paper.	The student has a good understanding of the material included in the paper.	The student has a fair understanding of the material included in the paper.	Student did not appear to learn much from this project.
<b>Spelling &amp; Grammar</b>	There are no errors in spelling, punctuation or grammar in the final draft of the paper.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the research paper.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the research paper.	There are more than 5 errors in spelling, punctuation or grammar in the final draft.
<b>Requirements</b>	All of the requirements (750 words, 3 graphics, typed – double-spaced) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done.	Used time well during each class period. Usually focused on getting the project done.	Used some of the time well during each class period. There was some focus on getting the project done.	Did not use class time to focus on the project OR often distracted others.

### Poster : Trailblazers & Trendsetters (Choice # 2 - Part B)

CATEGORY	20	15	10	5
<b>Content - Accuracy</b>	All facts are accurate.	Most of the facts are accurate	Some of the facts are accurate.	Few of the facts are accurate.
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done.	Used time well during each class period. Usually focused on getting the project done.	Used some of the time well during each class period. There was some focus on getting the project done.	Did not use class time to focus on the project OR often distracted others.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts.	Student can accurately answer most questions related to facts.	Student can accurately answer about 75% of questions related to facts.	Student appears to have insufficient knowledge about the

				facts.
<b>Requirements</b>	All of the requirements (# of facts, # of graphics, type of graphics, etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.