

## 11th Grade Civil Rights Inquiry

What Made Nonviolent Protest Effective during the Civil Rights Movement?		
<b>Staging the Question: Discuss the recent die-in protests and the extent to which they are an effective form of nonviolent direct-action protest.</b>		
<b>Social Studies Practices</b>	<span style="color: #0056b3;">🔍</span> Gathering, Using, and Interpreting Evidence <span style="color: #0056b3;">🕒</span> Chronological Reasoning and Causation	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What was the impact of the Greensboro sit-in protest?	What made the Montgomery bus boycott, the Birmingham campaign, and the Selma to Montgomery marches effective?	How did others use nonviolence effectively during the civil rights movement?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a cause-and-effect diagram that demonstrates the impact of the sit-in protest by the Greensboro Four.	Detail the impacts of a range of actors and the actions they took to make the efforts effective.	Research the impact of a range of actors and the effective nonviolent direct actions they used in events during the civil rights movement.
<i>Integration of Inquiry Process and Skills</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
<b>Connect:</b> Uses sources to acquire background information and brainstorms ideas for further inquiry by reading about and discussing die-in protests. <b>Graphic Organizer:</b> <a href="#">Connect#11</a>	<b>Connect:</b>	<b>Connect:</b> Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry about how others used nonviolence effectively during the civil rights movement. <b>Graphic Organizer:</b> : <a href="#">Connect#22</a> , <a href="#">Connect#23</a> and <a href="#">Connect#24</a>
<b>Wonder:</b> Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important when considering the impact of the Greensboro sit-in protest.	<b>Wonder:</b> Focuses the purpose of the research by formulating specific questions to be answered about what made the Montgomery bus boycott, the Birmingham campaign, and the Selma to Montgomery marches effective.	<b>Wonder:</b> Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research. <b>Graphic Organizer:</b> <a href="#">Wonder#19</a> and <a href="#">Wonder#20</a>
<b>Investigate:</b> Seeks and uses many different sources in a variety of formats to obtain balanced and complex information by examining a photograph of the Greensboro Four, watching a theatrical presentation of the Greensboro sit-in, and reading a <i>New York Times Upfront</i> magazine article.	<b>Investigate:</b> Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the topic while examining three source packets containing key historical sources for the Montgomery bus boycott, the Birmingham campaign, and the Selma to Montgomery marches.	<b>Investigate:</b> Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability while researching the impact of a range of actors and the effective nonviolent direct actions they used in events during the civil rights movement. <b>Graphic Organizer:</b> <a href="#">Investigate#104</a> <b>C3 Resources</b>
<b>Construct:</b> Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered. <b>Graphic Organizer:</b> <a href="#">Construct#36</a> and <a href="#">Construct#37</a>	<b>Construct:</b> Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.	<b>Construct:</b> Draws clear and appropriate conclusions supported by evidence and examples. <b>Graphic Organizer:</b> <a href="#">Construct#40</a> and <a href="#">Construct#41</a>
<b>Express:</b> Creates a cause-and-effect diagram that demonstrates the impact of the sit-in protest by the Greensboro Four.	<b>Express:</b> Details the impacts of a range of actors and the actions they took to make the efforts effective.	<b>Express:</b>
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Asks, “What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career and college choices?”
<b>Summative Performance Task: Argument:</b> What made nonviolent protest effective during the civil rights movement? Construct an argument (e.g., detailed outline, poster, or essay) using specific claims and relevant evidence from historical sources. Express these arguments by creating a monument or memorial for nonviolent heroes of the civil rights movement and provide a rationale for its design. <i>Extension:</i> Discuss the following: If the country were to build a monument or memorial (e.g., Mount Rushmore or the Vietnam War Memorial) for nonviolent heroes of the civil rights movement, what type of monument should it be and who, if anyone, should be on it?		