

Student Name: _____ Class Period: _____

My research topic: _____

Informational Essay and Presentation Assignment:

Civil Rights Movement

Directions: This term, we will read the historical fiction novel Mississippi Trial, 1955 by Chris Crowe. The story focuses on important historical events and issues that have greatly influenced our society. In order to better understand the novel and improve your research and writing skills, you will explore a topic that correlates with the book. You will compose an essay in Google Classroom and create a presentation in Book Creator that shares the most important things to know about the topic. Then, you will give a short presentation to the class.

Packet and Essay Expectations:

- Research a Civil Rights topic using at least 3 reliable sources, complete the research packet, and type an informational essay in Google Classroom.
- Use one of the following internal text structures for your informational essay:
 - Compare/Contrast
 - Chronological Order/Sequence of Events
 - List/Describe
 - Question/Answer
 - Problem/Solution

Presentation Expectations:

Once you have finished writing your Civil Rights Informational Essay, you will present the information in a 2-minute presentation.

The purpose of the presentation is to give your audience a general understanding of your topic. You will be expected to know your content well enough that you don't have to read from a script. You will make a book in Book Creator which will serve to focus the presentation for your viewers and NOT as something for you to read from. Your book will cover a comprehensive overview of your research topic.

- At least 8 pages (Title page, 6 body pages with pictures and basic information, and a works cited page)
- Practice! In order to have a successful presentation when your information is constrained to a time period, you must practice many times.
- Use a confident voice and appropriate eye contact throughout the presentation.

Topic: _____

Questions

Directions: After deciding on your topic, you need to generate a list of at least 10 questions you want to research.

Research Notes

Source #1

Article title and author (if available): _____

Internet site address:

Today's date: _____

Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Source #2

Article title and author (if available): _____

Internet site address: _____

Today’s date: _____

Notes

Source #3

Article title and author (if available): _____

Internet site address: _____

Today's date: _____

Notes

Informational Essay Outline or Graphic

Topic: _____

Text Structure: _____

Presentation Outline

Directions: Prepare your presentation by writing an outline in the boxes below. Draw pictures that will be a visual for your peers and help you remember what you need to say. Next, write what you’re going to say using bullet points.

| | |
|-----------------------------------|----------------|
| Title Page | |
| Pages 1-2 (Picture) | (Words) |
| Pages 3-4 (Picture) | (Words) |
| Pages 5-6 (Picture) | (Words) |
| Works Cited | |

**Possible Civil Rights
Informational Essay and Presentation Topics**

People:

1. Ole Miss—James Meredith (First African American to go to a Mississippi University)
2. Martin Luther King Jr. (Civil Rights Activist)
3. Rosa Parks (Civil Rights Activist)
4. Medgar Evers (Civil Rights Activist)
5. Malcolm X (Civil Rights Activist) If you choose Malcom X, you must compare/contrast him to MLK Jr.
6. Thurgood Marshall (Supreme Court Justice)
7. Ernest Green (Little Rock 9)
8. Stokely Carmichael (Civil Rights Leader)
9. Elizabeth Eckford (Little Rock 9)
10. Shirley Chisholm (First African American Woman Elected to US Congress)
11. Ruby Bridges (Integrated into All White Elementary School in Louisiana)
12. Carlotta Walls/Lanier (Little Rock 9)
13. Minnijean Brown/Trickey (Little Rock 9)
14. Jackie Robinson (Baseball Player)

Non-Violent Protests:

15. Freedom Rides (1961)
16. Lunch Counter Sit Ins
17. Montgomery Bus Boycott (1955)
18. March on Washington (1963)
19. March on Birmingham
20. Selma March (1965)

Organizations:

- 21.SNCC—Student Nonviolent Coordinating Committee
- 22.CORE—Congress of Racial Equality
- 23.NAACP—National Association for the Advancement of Colored People
- 24.SCLC—Southern Cristian Leadership Conference
- 25.WCC—White Citizens Council
- 26.Motown Records

Events:

- 27.Little Rock Desegregation (1957)
- 28.Desegregation of Sports
- 29.Baptist Church Bombing
- 30.Armed Forces Desegregation
- 31.Watts Riot If you choose the Watts Riot, you must compare/contrast it with a non-violent protest.

Laws:

- 32.Jim Crow Laws
- 33.*Brown v. Board of Education* (1954)
- 34.Civil Rights Act of 1964/Voting Rights Act of 1965
- 35.Voter Registration in the South for Blacks

Informational Essay Rubric

| Category | 4--Highly Proficient | 3--Proficient | 2--Minimally Proficient | 1--Not Proficient |
|---|--|--|---|--|
| <i>Thesis/Claims</i> The response is consistently and purposefully focused. ___ /4 | <input type="checkbox"/> Main idea is focused; I effectively state my purpose. <input type="checkbox"/> The entire essay is focused throughout . | <input type="checkbox"/> Main idea is focused; I adequately state my purpose. <input type="checkbox"/> The entire essay is mostly focused. | <input type="checkbox"/> Main idea is vague and unfocused . <input type="checkbox"/> Parts of the essay are unfocused . | <input type="checkbox"/> There is no main idea . <input type="checkbox"/> Essay isn't focused . |
| <i>Organization/Unity</i> The response has a clear and effective organizational structure creating unity and completeness. ___ /4 | <input type="checkbox"/> Introduction is effective . <input type="checkbox"/> Conclusion is effective . <input type="checkbox"/> I use purposeful transitions and varied language to show connections between ideas. | <input type="checkbox"/> Introduction is adequate . <input type="checkbox"/> Conclusion is adequate . <input type="checkbox"/> I use some transitions and some variety of language to show connections between ideas. | <input type="checkbox"/> Introduction is ineffective . <input type="checkbox"/> Conclusion is ineffective . <input type="checkbox"/> I rarely use transitions or a varied language to show connections between ideas. | <input type="checkbox"/> No introduction. <input type="checkbox"/> No conclusion. <input type="checkbox"/> I do not use transitions or varied language to show connections between ideas. |
| <i>Text Structure</i> The response uses a clear and effective text structure to organize the body of writing. ___ /4 | <input type="checkbox"/> Uses an obvious text structure to purposefully organize writing. <input type="checkbox"/> Uses the most effective text structure for the information presented. | <input type="checkbox"/> Uses an obvious text structure to adequately organize writing. <input type="checkbox"/> Uses an adequate text structure, but maybe not the most appropriate for the information. | <input type="checkbox"/> Attempts to use a text structure, but parts of the essay are unorganized . <input type="checkbox"/> Text structure used is inappropriate for the information. | <input type="checkbox"/> Does not use a text structure to organize writing. |
| <i>Evidence/Elaboration</i> The response provides thorough support for the writer's main idea that includes the effective use of sources, facts, and details. The response demonstrates strategic use of language to produce clear communication. ___ /4 | <input type="checkbox"/> Effectively uses sources, facts, and details. <input type="checkbox"/> Sources, facts, and details effectively support main idea. <input type="checkbox"/> Uses precise, domain-specific language. | <input type="checkbox"/> Adequately uses sources, facts, and details. <input type="checkbox"/> Sources, facts, and details adequately support main idea. <input type="checkbox"/> Uses a mix of precise, domain-specific vocabulary mixed with more general language . | <input type="checkbox"/> Partially uses sources, facts, or details. <input type="checkbox"/> Sources, facts, and details somewhat support main idea. <input type="checkbox"/> Uses simplistic language or uses domain-specific language incorrectly . | <input type="checkbox"/> Uses little to no sources, facts, or details. <input type="checkbox"/> Sources, facts, and details do not support main idea. <input type="checkbox"/> Uses vague and/or confusing language. |
| <i>Conventions</i> The response displays adequate command of all grade level and preceding level conventions of writing. ___ /4 | Few, if any, errors in: <input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Spelling | Some errors in: <input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Spelling | Significant errors in: <input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Spelling | Pays no attention to: <input type="checkbox"/> Grammar <input type="checkbox"/> Sentence structure <input type="checkbox"/> Punctuation <input type="checkbox"/> Capitalization <input type="checkbox"/> Spelling |

Name _____ Period _____

Presentation Rubric

| | |
|--------------------------------------|---|
| Book: _____ /7 pts | <input type="checkbox"/> All pages used a relevant drawing and focus, bulleted sentences. 6 pts <input type="checkbox"/> Book is complete, professional, and organized. 1 pt |
| Time Management: _____ /8 pts | Presenter spoke clearly for 30 seconds with each notecard: 8 pts total <input type="checkbox"/> Title Page <input type="checkbox"/> Pages 1-2 <input type="checkbox"/> Pages 3-4 <input type="checkbox"/> Pages 5-6 <input type="checkbox"/> Works Cited |
| Ideas: _____ /6 pts | <input type="checkbox"/> Ideas were focused and covered the most important facts. 3 pts <input type="checkbox"/> Ideas were well-developed and organized. 3 pts |
| Delivery: _____ /3 pts | Presenter used effective: 1 pt each <input type="checkbox"/> eye contact <input type="checkbox"/> body language <input type="checkbox"/> voice |
| Total Points: _____ / 24 pts | Notes: |