

**PONTIFICIA UNIVERSIDAD CATÓLICA
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DEL LENGUAJE**



PONTIFICIA UNIVERSIDAD
CATOLICA
DE VALPARAISO

**DEVELOPING CRITICAL THINKING THROUGH THE STUDY OF
THE CIVIL RIGHTS MOVEMENT: 1955 – 1964:
AN ELECTIVE WORKSHOP FOR JUNIOR HIGH SCHOOL
STUDENTS**

**Trabajo de Titulación para optar al Grado
de Licenciado en Educación y al Título de
Profesor de Inglés**

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Developing critical thinking through the study of the Civil Rights Movement: 1955 – 1964: An elective workshop for junior high school students

The following is a graduation project conducive to the title of Teacher of English as a Foreign Language (EFL). This project consists of a workshop whose topic is the development of critical thinking through the study of the Civil Rights Movement from 1955 to 1964. This workshop's target audience are junior high school students and its main objective is for students to evaluate student activism through the comparison of the lives of African-American students during the 1955-1964 period, and today's Chilean educational reality. This workshop is divided into four units: (1) An introduction to the Civil Rights Movement, 1950 – 1970; (2) Protesting for the access to education, (3) Access to education before and after 1964, and (4) A won battle. In broad terms, the first unit will be an introduction to the Civil Rights Movement, having students analyze the political and social background of this movement. The second unit will cover the different types of protests held by African-Americans during the Civil Rights Movement, their motivations and purposes. The third unit will have students analyze the opportunities and access to education of African-American students before and after 1964. The fourth and last unit will have students analyze and compare the Civil Rights Movement with the social movements in Chile.

The Civil Rights Movement in the United States (1955 – 1964) was undoubtedly one of the most challenging processes that the United States has undergone, revealing how the white American society dealt with issues related to segregation, discrimination, racism and violence. Believed to have started in 1955 when Rosa Parks refused to give up her seat in a racially segregated bus in Montgomery, Alabama (Fayer & Hampton, 1990), the Civil Rights Movement was not only a matter of color, white and black, but also a matter of basic rights, respect, freedom, equality and tolerance. During this period, African-Americans¹ were denied most of their civil rights, such as voting, sharing physical spaces with white people, attending certain schools, restaurants and stores, and even drinking water from the same

¹ The terms "African-American" and "Black" will be used interchangeably.

faucet or using the same restrooms as those used by white Americans. Black people were also victims of violence, in some cases savage and shocking, as in the assassination of Emmett Till, a teenager who was brutally killed after talking to a white woman in a store in Money, Mississippi, in 1955.

These and many other episodes of violence and abuse were the starting point of a crisis that took many years to overcome, especially among those who saw their liberty taken away from them. One of the aspects in which African-Americans saw their freedom limited had to do with education: children, teenagers and young adults were victims of segregation in schools and universities, places that did not welcome them, that denied their admission and that were often surrounded by armed white extremists against the integration of black students into these schools. Many African-American students were not able to attend school during the whole Civil Rights Movement process, while those who were, did it in an atmosphere filled with chaos, uncertainty and fear. Among those students who were part of these episodes, a movement of young people dedicated to regaining their civil rights was born: African-American students from all over the country (especially from the South, where most of the anti-black attitudes were manifested) fought against the odds of racism and segregation to finally reach the goal of attending school in racially-integrated institutions. Through non-violent protests, defying authorities and communities and pressuring the government, black students engaged in a battle that would last the whole period and that would end up in the Civil Rights Act of 1964, which outlawed segregation in public facilities and discrimination in employment and education (Karson, 2005).

Education was certainly seen as a basic civil right that should be granted to every individual despite their skin color. In that way, episodes of racism and segregation in the educational context raised awareness of the discriminatory practices carried out by the board of schools in different states, promoted the unification of African-American political and social groups and organizations, and most importantly, revealed the importance given to education by African-Americans and how they perceived it as a chance for revolution. As previously mentioned, these episodes were not uncommon, and international journalists who were interested in the lives and experiences of African-American students documented them.

Black vs. African American

The term African-American was widely used by civil rights and religious leader Jesse Jackson in the 1980s as a means of echoing similar labels for other groups, such as Italian-Americans or Irish-Americans, in an attempt to reshape black America and give it a more positive connotation during times in which blacks were usually involved in acts of violence and disturbance.

According to several authors, the terms “black” and “African-American” can be used interchangeably. Despite this fact, there are studies that show how both terms evoke different reactions among other ethnic groups, white Americans in particular. Hall (2015) carried out a study in which the results showed how “African-Americans” are more respected than “blacks.” Participants revised job applications of people who identified themselves as either “black” or “African-American” and made estimations of the applicants’ salary, their educational level and socioeconomic status based on how they identified themselves. White Americans estimated that “blacks” had a lower socioeconomic status than “African-Americans” and that the latter were more likely to have a higher educational level than the “blacks,” who were thought to be, at the same time, less likely to keep a job position (p. 186).

Clearly, the terms “African-American” and “black” hold different associations that Americans have made part of their culture. As Philogène (1999) points out:

“The switch from black to African-American signals a transformation in the social representation of black Americans. The new term (African-American) is positive, and this particular characteristic gives it a projective quality which redefines the group in a more inclusive light” (p. 48).

A brief history of the Civil Rights Movement in the United States

The Civil Rights Movement’s starting point takes place in Montgomery, Alabama in 1955 when Rosa Parks, an African-American woman, refused to give up her seat in a racially segregated bus (Fayer & Hampton, 1990). In 1956, after this episode known as the “Montgomery Bus Boycott,” the U.S. Supreme Court ruled that the segregation of Montgomery, Alabama, buses was unconstitutional. In 1957, Little Rock Central High

School in Arkansas banned African-American students from their classrooms, predicting that “blood will run in the streets” if African American students push effort to integrate (Civil Rights Chronology, n.d.). Later that year, federal troops moved to Little Rock in order to protect the nine students from white mobs trying to block the school’s integration.

In 1960, four African American college students held a sit-in to integrate a lunch counter in Greensboro, North Carolina, being the starting point of a wave of similar protests across the South of the United States. That same year, the Student Non-Violent Coordinating Committee (SNCC) was founded. In 1963, President John F. Kennedy met with civil rights leaders at the White House in an attempt to stop the March of Washington from taking place. Despite his efforts, over a quarter million people participated in the March of Washington in August, when Martin Luther King Jr. delivered his famous “I Have a Dream” speech. During that year, other episodes of violence kept taking place, as in Birmingham, Alabama, where four 14-year-old African American girls attending Sunday school were killed after their church was bombed. The ending point of the Civil Rights Movement was the Civil Rights Act of 1964, which ended segregation in public places and banned employment discrimination on the basis of race, color, religion, sex or national origin.

By the end of the Civil Rights Movement and after most goals were achieved by civil rights leaders and other political and social groups, two of the most important leaders of this movement were killed: Malcom X, founder of the Organization of Afro-American Unity, was shot to death in Harlem, New York, in 1965, while Martin Luther King Jr. was also shot to death as he was standing in his balcony in Memphis, Tennessee, in 1968.

Education, violence and African-American students

During the Civil Rights Movement process, from 1954 to 1964, many incidents involving African-American students and white people against their integration in educational institutions took place. These episodes helped black people to raise their voices and become more active in a society that made one of their civil rights something almost unachievable. Countless episodes like these remain as the most influential ones to this day, being The Little Rock Nines in Arkansas, James Meredith's admission denial at University

of Mississippi, and the student sit-ins in Greensboro, North Carolina and Nashville, Tennessee, the most significant ones.

The Little Rock Nines were a group of African-American students who were enrolled in Little Rock Central High School in 1957. Their enrollment was followed by the Little Rock Crisis in which students were prevented from entering this racially segregated school by Orval Faubus, Governor of Arkansas, but they were finally able to attend it after the intervention of President Dwight D. Eisenhower (Roberts, 2012). Another important episode, as previously mentioned, is associated to James Meredith's attempt to enroll at the University of Mississippi, a racially segregated school at that time. His attempt implied chaos around campus, with riots, arrested, wounded and dead people. After the intervention of the federal government, Meredith became the first African-American student admitted to the University of Mississippi. Finally, the student sit-ins were a series of nonviolent protests that took place across the United States, being the most influential ones the Greensboro, North Carolina and Nashville, Tennessee sit-ins. This form of protest played an important role in the removal of the policy of racial segregation in the Southern United States since it acted as pressure against the federal government and a way of showing that African-American students demanded the same rights as their white peers.

Each of these events took place in different cities and states throughout the United States, and each episode reached the goal of making education more accessible to a group of people who were denied this civil right. The value given to education was high, and schools hand in hand with universities became the places where students of all ages gathered to express it. Following the Civil Rights Act of 1964, several social movements emerged, and the main idea behind them was the concept of "Black Power" which was the representation of the goals that they achieved during the Civil Rights Movement, besides being a motto for future generations that would be benefited from the battle that these students fought for so many years. As Murphree (2006) describes it, "Black Power" did not only influence African-Americans, but also the whole society in the United States:

"Black Power, a slogan that changed the social and racial convictions of an entire nation, was the centerpiece of a passionate communications campaign designed to instill cultural pride and to promote

the idea that American blacks should no longer tolerate the unfair and illegal treatment that had been imposed on them for centuries" (p. 109).

Organization, determination, bravery, fearlessness and active participation characterized this movement of students who became the heroes of a whole generation.

The 1964 Civil Rights Act

The Civil Rights Act of 1964 is considered one of the most important achievements of the Civil Rights Movement. This act ended segregation in public places and banned employment discrimination on the basis of race, color, religion, sex or national origin (Fayer & Hampton, 1990). This act was first proposed by President John F. Kennedy but was strongly fought against by southern members of Congress during a long period of time, until it was signed by Kennedy's successor, Lyndon B. Johnson. Other legislation aimed at creating equal opportunities for African Americans, such as the Voting Rights Act of 1965, which banned discriminatory voting practices, or the Fair Housing Act of 1968, which banned discrimination in the sale, rental and financing of property, were the ending point of legal segregation in the United States and the starting point of a more equal society for African-Americans.

Teaching culture in the Chilean classroom

In Chile, the 2015 MINEDUC English Study Program for junior high school students includes one unit (out of four) related to cultures around the world, where students are to learn about customs such as celebrations, manners, traditional dances, among others. By studying and learning these contents, students develop their oral, written, listening and reading skills through different activities, such as writing descriptive texts, emails describing the customs learned, or the creation of dialogues that contain expressions related to world cultures learned throughout the unit. Although this unit ("Opiniones, consejos u otros sobre costumbres y tradiciones alrededor del mundo") does include a cultural aspect in which

students have the chance to learn about cultures different from theirs, this program lacks one of the most important aspects of teaching culture.

According to Moran (2001), each of the cultural knowings represents one stage of the process of culture teaching: starting by learning what is said or done by a certain culture, followed by describing what the students just saw or heard, then their interpretation, and finally, their reflections, responses, explorations and opinions about the cultural experience they went through. This last stage is vital for students, especially among junior high school students who are likely to soon engage themselves in postsecondary studies at universities or institutes. Colombo (2007) explains the difficulty of the transition from high school to postsecondary studies by arguing that the lack of guidance given by teachers in universities and institutes could both affect their academic success and at the same time, promote the development of their critical thinking. Furthermore, this author gives a thorough definition of a critical thinker, the one who is most likely to succeed in postsecondary studies:

“A critical thinker cultivates the ability to imagine and value points of view different from her own — then strengthens, refines, enlarges, or reshapes her ideas in light of those other perspectives. She is at once open and skeptical: receptive to new ideas yet careful to test them against previous experience and knowledge. In short, a critical thinker is an active learner, someone with the ability to shape, not merely absorb, knowledge” (p. 2- 3).

Clearly, the Chilean classroom lacks some aspects of culture teaching, especially the last stage of the culture learning process, which is linked to the development of critical thinking in students through either written or spoken reactions, opinions, points of view, among others. These promote the student’s self-awareness and develop a broader worldview based on the cultural experiences in which they have participated. Furthermore, the development of critical thinking not only helps students in the English learning process, but also prepares them for future experiences in their postsecondary studies.

The focus of the MINEDUC English Program seems to be on the four linguistic skills: listening, reading, writing and speaking. It covers topics that help students study, learn and practice different functions of language, while cultural topics are not included. In particular, African-American culture or history are not mentioned as one of the topics to be covered

during the unit designed to study cultures around the world, leaving many aspects of this and many other cultures behind.

Therefore, it would be valuable for students to study and learn about the Civil Rights Movement due to its impact on today's society and the struggle that African-American students went through during that process. Besides learning about history, Chilean students would develop and improve not only the four language skills, but also their understanding of other realities different from theirs, especially that of their classmates and others students of their same age range.

For these reasons, creating a workshop related to the Civil Rights Movement would be of tremendous significance for junior high school students, who are at a developmental stage where critical thinking will be extremely useful for their future post-secondary studies and who are not presented with topics related to African-American history.

What is critical thinking?

Critical thinking is a concept that schools and teachers try to incorporate in their school projects, lessons and evaluations on a regular basis. Unfortunately, critical thinking does not have a clear definition, which causes confusion when it comes to assessing it. What do teachers expect from their students? How can critical thinking be graded? These and other questions are difficult to answer since critical thinking is a complex concept that comprises many aspects. One of those aspects has to do with the various interpretations given by several authors who claim that critical thinking is related to the upper three levels of Bloom's taxonomy of educational objectives (analysis, synthesis and evaluation), adding the next two levels (comprehension and application) sometimes. According to Ennis (1993), critical thinking has to do not only with the levels of Bloom's taxonomy previously mentioned, but also with abilities that students must develop in order to demonstrate high-order thinking. Among these abilities, Ennis postulates the following: a) identify conclusions, reasons and assumptions, b) judge the quality of an argument, c) develop and defend a position in an issue, d) ask appropriate clarifying questions, e) define terms in an appropriate way for the context and f) try to be well-informed. Facione (2011) postulates six skills that promote

critical thinking: interpretation, analysis, evaluation, inference, explanation, and self-regulation. In other words, this author presents Bloom's taxonomy higher levels of thinking as the essential skills for the development of critical thinking.

In relation to the types of activities that help teachers assess critical thinking, asking questions and using students' answers that lead to discussion is essential: these help teachers draw information, predictions and inferences from them and guide students in the process of sharing ideas with their classmates. Providing prompts for students to discuss is also important since it serves as a guide for students in relation to what they have to ask, answer, discuss and share. Another important way in which teachers can assess critical thinking is through writing activities (Gocsik, 2002). Writing makes students move from a passive to a more active style which requires them to identify issues and formulate hypotheses and arguments. Writing also requires students to clarify their thoughts before putting them on paper, which could demonstrate their critical thinking abilities. Finally, Gocsik (2002) considers that group collaboration is also effective for promoting critical thinking:

“Opportunities for group collaboration could include discussions, case studies, task-related group work, peer review, or debates. Group collaboration is effective for promoting critical thinking because an effective team has the potential to produce better results than any individual, students are exposed to different perspectives while clarifying their own ideas, and collaborating on a project stimulates interest and increases the understanding and knowledge of the topic” (p. 2).

It is important to mention that students must know what and how the teacher is going to assess in the different assignments: they should be aware of the criteria that the teacher is going to use so that they can receive relevant feedback and guidance while carrying out the tasks.

In conclusion, critical thinking is a useful tool for students to comprehend, analyze and evaluate the impact that the Civil Rights Movement, from 1955 to 1964, had on activism, especially the one related to the access to education, and compare it to the Chilean reality.

The Syllabus

In order to bridge the content-and-focus gap noticed in the MINEDUC English Program, this workshop's general objective is for students to evaluate student activism through the comparison of African-American students' fight for the access to education during the Civil Rights Movement with today's Chilean educational reality. As previously mentioned, this topic would give students the chance to not only develop and practice the four language skills through a wide range of activities and tasks, but also to discuss and share their thoughts, ideas, opinions and reactions in relation to the history and culture of African-American students during the Civil Rights Movement, from 1955 and 1964. Students will also compare this episode in American history to their own lives, as part of the last stage of the cultural experience related to student's reflections, responses, explorations and opinions about the cultural experience they went through, paying special attention to the development of ideas and discussion in the class. Specifically, students will be able to:

- Discuss topics related to discrimination, race, justice, education, among others.
- Contrast and compare their own lives with African American students'.
- Discover the value of education.
- Examine their own identity.

Although this workshop's syllabus could be described as topic-based because the units in which it is divided provide the main topics for each of them, the type of syllabus for this workshop is task-based, where students are presented with real-life situations that they can relate to, such as a political march, an episode of discrimination, different types of protests, and the relationship they see with their own lives. The language presented in the activities and topics to be covered would not be isolated units of language; instead, they would be embedded in real-life texts, audios, videos, and other types of authentic material that will support the general and specific objectives of this workshop. In relation to this workshop's approach, an integrative one would be suitable, in which students are presented with input through listening and reading activities and the following production of language through writing and speaking activities. Although the workshop will have an integrative approach where all language skills will be practiced, speaking will have an essential role in the activities carried out by students and the assessment of their critical thinking skills.

This workshop is likely to motivate students because they will have the chance to share their ideas, thoughts about and reactions to different episodes of the Civil Rights Movement, paying especial attention to the lives of African-American students at that time. By having mixed opinions and points of view in the classroom, the teacher and students will have the opportunity to discuss and debate the topics presented as input, which is closely related to the objectives of this workshop: students will develop their critical thinking, evaluate certain episodes of that period, discuss topics related to discrimination, justice, racism, education, among others, and examine their own identity while practicing English as a foreign language.

It is important to mention that, in order to achieve the general and specific objectives of the workshop, a junior high school class with an intermediate or advanced level of English would be recommended due to the complexity of the topics to be covered, the ideas to be discussed and the grammatical complexity that discussions, debates and other types of activities might represent.

Needs analysis and data collected

A 13-question questionnaire (see Appendix 1) was designed to gather information related to this workshop's audience's needs and wants. Twenty-eight students from a semi-private school in Quilpué responded this questionnaire about their experience in the EFL classroom and their knowledge about and interest in the Civil Rights Movement in the United States. The students' answers (see Appendix 2) provide useful information that supports the creation of this workshop and also presents interesting facts about the students' wants and needs.

In relation to the students' experience in the EFL classroom, 50% described their level of English as High, 39% as Good, while only 3 students (11%) described it as Average. This information reveals that most students perceive their level of English as intermediate-advanced, which could be useful for the planning of different activities that would require a more complex use of the language. In regard to their strongest skill, 32% of students mentioned speaking, while 29% mentioned writing. Surprisingly, the same percentage (32%)

selected speaking as their weakest skill, followed by listening (29%). This reveals that students show different dispositions towards speaking in English: some of them feel comfortable doing it, while others feel more uncomfortable or need more practice despite the level of English that they claim to have in response to the first question.

As to the types of activities that students prefer, 36% inform that they enjoy and prefer speaking activities, while the rest of the students mention that they prefer listening, writing and reading activities (21% per skill.) In relation to the way in which students prefer to work, eight students claim that they prefer to work individually and in pairs, seven prefer to work in small groups, while only five students prefer to work in big groups. This information is helpful because it reveals three facts: firstly, students prefer speaking activities, which are one type of activities that help teachers assess critical thinking (through sharing ideas, debates, discussions, among others); secondly, the other skills can also be developed because they serve as input (reading and listening) and output (writing), the latter being also used as assessment for students' critical thinking, and thirdly, the information related to the way in which students prefer to work could help in the design of activities that require individual, pair or collaborative work, the classroom seating arrangement needed for them and the number of students per activity.

In relation to the students' knowledge about the Civil Rights Movement, thirteen students (47%) acknowledge knowing nothing about the Civil Rights Movement, while nine students (32%) inform that they knew a few things about it. Students were asked if they thought that education played an important role during the Civil Rights Movement; to this question, most students answered: "Yes, because it was a right and they were discriminated for their skin color." To the question "Do you think students played an important role during the Civil Rights Movement?" most students answered that African-American students must have played an important role since they were discriminated against and had to fight for their rights. Finally, to the question "Do you find it interesting to study the lives of students who lived during the Civil Rights Movement?" most students answered yes because it would be fun and interesting to learn about the lives of students in past times, they would learn American history and develop empathy for the others .

This information reveals the need and importance of the creation of a workshop that would cover and study this episode of American history due to its impact on today's society and the interest that students showed in their answers. Also, the level of English that students claimed to have supports the types of activities that aid the use of higher order thinking as a tool to comprehend, analyze and evaluate the contents presented in the workshop.

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Syllabus design

Developing critical thinking through the study of the Civil Rights Movement, 1955 – 1964: An elective workshop for junior high school students	
Audience	Junior high school students
Duration	Semester
Class hours	90 minutes each session
Required level of English	Intermediate – Advanced
Instructor's name	María José Peña
Instructor's email	mariajosee.munoz@gmail.com

Rationale

This workshop was designed to promote the development of students' higher order thinking, also known as critical thinking, through the study and discussion of the lives of African-American students during the 1955-1964 Civil Rights Movement. Due to the lack of cultural contents in the MINEDUC English Study Program, this workshop will serve as a basis for both having students acquire knowledge about this period in American history and having them develop reflective, debate, and analytical skills. Although this workshop will focus mainly on the productive skills, it will integrate the receptive ones as well in order for students to gain sound previous knowledge.

Course organization

This workshop is organized into four units. The first unit is an introduction to the Civil Rights Movement from the 1950s until the 1970s, in which students will study the main episodes and leaders during that period. The period to be studied in the first unit was extended as a way to give students a better understanding of the context of the main

episodes to be covered. The second unit deals with the ways in which African-American students protested against discrimination during the 1955-1964 period and its similarities with the Chilean reality. The third unit will explore episodes of discrimination concerning their access to education against African-Americans from 1955 to 1964. The fourth and last unit will explore the consequences and impact of these episodes on African-American students and the American society and the ways in which these protests are similar to and different from the Chilean reality. Each unit will end with a consolidation lesson in which students will be evaluated in terms of development and complexity of ideas and language performance.

Evaluation criteria and grading plan

Students will be evaluated through activities done in class—individually, in pairs and small groups—and online. A blog will be created for the class so that students can share their ideas and thoughts in written form as a response to a weekly prompt given by the teacher through that platform. Students’ progress will be evaluated through a consolidation unit dedicated to sharing thoughts, opinions and ideas that they might have about the topics covered in each of the units through different types of activities. A final project will evaluate students’ work during the workshop, their understanding of ideas and concepts and the development of complex ideas; this will determine whether the main objective of the workshop was achieved or not. The grading plan², where students’ participation and responsibility will be evaluated, has been divided into the following percentages:

- | | |
|--------------------------------|-----|
| 1. In class activities: | 20% |
| 2. Online blog: | 15% |
| 3. Consolidation units: | 25% |
| 4. Final project: | 30% |
| 5. Self-evaluation | 10% |

² Find all scoring rubrics in Appendix 3.

General objective

By the end of this workshop, students will be able to evaluate student activism through the comparison of the lives of African-American students during the 1955-1964 period, and today's Chilean educational reality.

Icons for activities

-  Listening activities
-  Watching activities
-  Speaking activities
-  Writing activities
-  Reading activities
-  Warm up activities
-  Follow up activities
-  Important
-  Remember
-  Online blog

Table: Specific objectives for units and lessons

Unit 1: An introduction to the Civil Rights Movement, 1950 – 1970	
<p>1.1 What was being fought for?</p>	<ul style="list-style-type: none"> ✓ Identify the main reasons for the Civil Rights Movement. ✓ Recognize the main political and social issues during the Civil Rights Movement. ✓ Analyze the reasons for the Civil Rights Movement. ✓ Discuss the motivations behind the beginning of the Civil Rights Movement.
<p>1.2 Leaders of the Civil Rights Movement</p>	<ul style="list-style-type: none"> ✓ Identify the leaders of the Civil Rights Movement. ✓ Explain their motivation for their participation in the Civil Rights Movement. ✓ Analyze their beliefs and points of view regarding the African-American battle. ✓ Discuss their participation in the Civil Rights Movement.
<p>1.3 Main episodes in the Civil Rights Movement</p>	<ul style="list-style-type: none"> ✓ Identify main episodes in the Civil Rights Movement from 1955 to 1964. ✓ Infer what happened after these episodes took place. ✓ Discuss the importance of these episodes during the Civil Rights Movement. ✓ Debate about the incidence, importance and influence of these episodes in the Civil Rights Movement.
<p>1.4 Achievements of the Civil Rights Movement</p>	<ul style="list-style-type: none"> ✓ Explain the main achievements of the Civil Rights Movement. ✓ Give opinions on these achievements. ✓ Compare the main episodes of the Civil Rights Movement with the Chilean reality.

	<ul style="list-style-type: none"> ✓ Relate themselves to the main episodes and leaders of the Civil Rights movement. ✓ Justify their opinions.
	<p>Consolidation unit:</p> <ul style="list-style-type: none"> ✓ Discuss the achievements of the Civil Rights Movement. ✓ Give opinions on the motivations for the start of the Civil Rights Movement. ✓ Justify their opinions. ✓ Infer the opinions and motivations of the Civil Rights leaders. ✓ Evaluate the achievements of the Civil Rights Movement.

Unit 2: Protesting for the access to education!	
<p>2.1</p> <p>Protesting during the Civil Rights Movement</p>	<ul style="list-style-type: none"> ✓ Explore the different types of protests staged by African-American students. ✓ Analyze the influence of these protests in the American society during the Civil Rights Movement. ✓ Compare the different types of protests organized by African-American students with those organized by Chilean students. ✓ Give reasons behind the legitimacy and influence of these protests.
<p>2.2</p> <p>The Student Nonviolent Coordinating Committee</p>	<ul style="list-style-type: none"> ✓ Identify the main purposes of the Student Nonviolent Coordinating Committee. ✓ Discuss its influence on the Civil Rights Movement. ✓ Assess the Student Nonviolent Coordinating Committee achievements.

	<ul style="list-style-type: none"> ✓ Debate their mode of operation in the United States.
<p>2.3</p> <p>Student sit-ins in North Carolina and Tennessee</p>	<ul style="list-style-type: none"> ✓ Explore the nature of the student sit-ins as a mode of protest. ✓ Discuss their influence during the Civil Rights Movement. ✓ Distinguish the main purposes of the student sit-ins in North Carolina and Tennessee. ✓ Debate whether this type of protest would be suitable for the Chilean reality.
<p>2.4</p> <p>Marches around the United States</p>	<ul style="list-style-type: none"> ✓ Explore the nature of marches led by African-Americans as a mode of protest. ✓ Distinguish the main purposes of the Civil Rights Movement marches. ✓ Discuss their influence on the Civil Rights Movement. ✓ Compare the marches led by African-Americans in the United States with the ones implemented in Chile.
	<p>Consolidation unit:</p> <ul style="list-style-type: none"> ✓ Discuss the influence of protesting on the achievement common goals. ✓ Debate the legitimacy of non-violent ways of protesting. ✓ Compare the marches implemented by students in Chile with the ones implemented during the Civil Rights Movement.

Unit 3: Access to education before and after 1964	
<p>3.1</p> <p>Access to education for</p>	<ul style="list-style-type: none"> ✓ Recognize the main issues related to the access to education for African-Americans before 1964.

<p>African-Americans before 1964</p>	<ul style="list-style-type: none"> ✓ Identify the main reasons for the denial of this civil right. ✓ Explore the attitudes of people involved in the episodes of discrimination against African-American students. ✓ Evaluate the attitudes of people involved in the episodes of discrimination against African-American students. ✓ Infer the opinions and thoughts of African-American students in response to these episodes of discrimination.
<p>3.2 The Little Rock Nine</p>	<ul style="list-style-type: none"> ✓ Identify main information about the students involved in The Little Rock High School crisis. ✓ Associate this episode with the Civil Rights Movement’s political and social issues. ✓ Distinguish the causes for The Little Rock crisis. ✓ Debate the causes and consequences of The Little Rock High School crisis.
<p>3.3 James Meredith</p>	<ul style="list-style-type: none"> ✓ Identify main information about James Meredith. ✓ Associate this episode with the Civil Rights Movement’s social and political issues. ✓ Distinguish the causes of James Meredith’s admission denial to The University of Mississippi. ✓ Debate the causes and consequences of James Meredith’s admission denial. ✓ Compare this episode of discrimination with the Chilean reality.
<p>3.4 The Civil Rights Act of 1964</p>	<ul style="list-style-type: none"> ✓ Identify the main concepts covered by the Civil Rights Act of 1954. ✓ Discuss whether the Civil Rights Act was a positive measure.

	<ul style="list-style-type: none"> ✓ Compare the access to education for African-American students before and after the Civil Rights Act of 1964. ✓ Debate the impact of the Civil Rights Act on African-American students.
	<p>Consolidation unit:</p> <ul style="list-style-type: none"> ✓ Evaluate the episodes of discrimination towards African-American students during the Civil Rights Movement. ✓ Debate about the episodes of discrimination towards African-American students. ✓ Compare these episodes of discrimination with the Chilean reality.

Unit 4: A won battle	
<p>4.1 After the Civil Rights Movement, 1955 – 1964</p>	<ul style="list-style-type: none"> ✓ Explore the consequences of the Civil Rights Movement from 1955 to 1964. ✓ Debate about the attitudes of the people who were pro and against African-American students’ access to education. ✓ Discuss the points of view of the people who were pro and against African-American students’ access to education. ✓ Discuss the influence of the Civil Rights Movement on the American society. ✓ Infer the reactions of African-American students after they gained access to education.
<p>4.2 How about Chile?</p>	<ul style="list-style-type: none"> ✓ Identify the similarities and differences between the Civil Rights Movement in terms of education access with the Chilean reality.

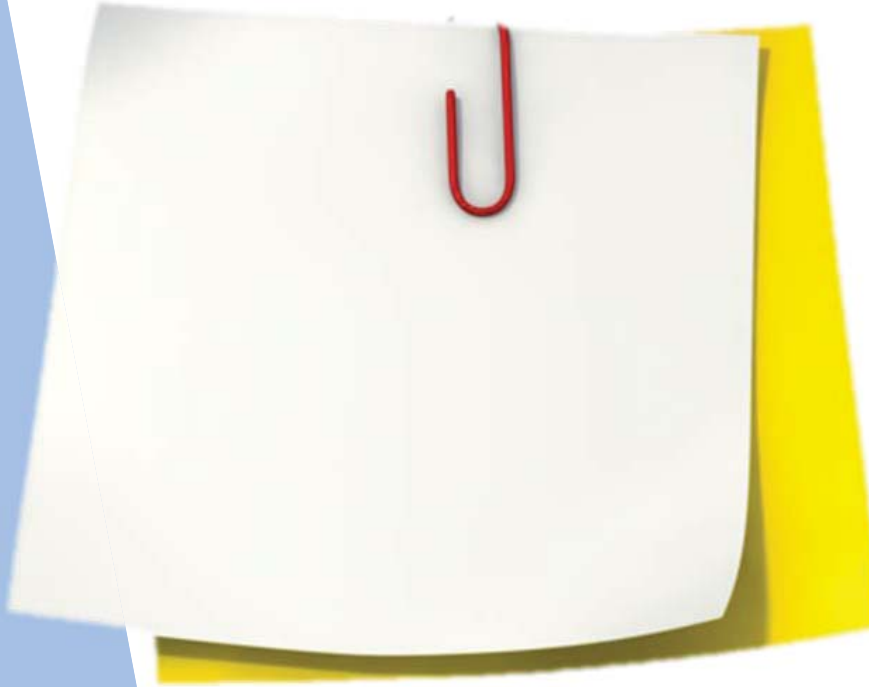
	<ul style="list-style-type: none"> ✓ Compare the Civil Rights Movement achievements in terms of education access with the Chilean battle for education. ✓ Compare Chilean students' attitudes towards education access with those of the African-American students' during the Civil Rights Movement. ✓ Determine what Chilean students could take from the Civil Rights Movement in terms of education so that it could be applied. ✓ Assess the Chilean protests in comparison to the Civil Rights Movement ones.
	<p>Consolidation unit:</p> <ul style="list-style-type: none"> ✓ Discuss the importance of protesting to achieve common goals. ✓ Debate about the Chilean ways of protest in comparison to the ones performed during the Civil Rights Movement. ✓ Assess the Chilean ways of protesting. ✓ Infer what would happen if Chilean students protested in pacific ways only. ✓ Propose ways of protesting that would benefit Chilean students.

Unit 1: An introduction to the Civil Rights Movement

Lesson 1: What was being fought for?



1. In pairs, brainstorm and discuss the main reasons for starting social movements. Write them on the sticky note.



A social movement is a sustained campaign in support of a social goal, typically either the implementation or the prevention of a change in society's structure or values. Although social movements differ in size, they are all essentially collective. That is, they result from the more or less spontaneous coming together of people who merely have a common outlook on society.

(Definition adapted from <http://www.britannica.com/topic/social-movement>)

1.1 Why are these reasons important for society?

1.2 Which of these reasons apply to Chile's reality? Discuss with your partner.

2. Tick the reasons you think were the cause of the Civil Rights Movement in USA

- a. African-Americans wanted higher salaries
- b. African-Americans had no access to education
- c. The American government did care about African-American's needs
- d. African-Americans were victims of violence and discrimination
- e. African-Americans did not want to pay taxes



3. Watch *History of the Civil Rights Movement*. Check if the reasons that you wrote in activity 1.1 and 2 are similar to those that happened to African-Americans during the 1950s and 1960s.

(<https://www.youtube.com/watch?v=URxwe6LPvkM>)

3.1 Watch the video again and complete the chart with the political and social reasons for the beginning of the Civil Rights Movement.

<i>Social reasons for the Civil Rights Movement</i>	<i>Political reasons for the Civil Rights Movement</i>

3.2 Compare your chart with that of your partner.

4. Do you think that the Civil Rights Movement was a difficult process? For whom? Discuss with your partner.

4.1 How would the Chilean society react if civil rights were denied? What would Chileans do? Talk to your partner.

4.2 What should be the role of the government during this kind of crisis? What role do you think the American government played during the Civil Rights Movement?



The Civil Rights Movement is thought to have started in 1955 when Rosa Parks refused to give up her seat in a racially segregated bus in Alabama. After that episode, a handful of other episodes against the discrimination towards African-Americans took place.





5. Read the text and answer the questions below.

Throughout American history, different groups of citizens have fought for rights that the American Constitution gave them. The Civil Rights Movement in the United States is about the campaign of African Americans. Because of their skin color, they did not have the same rights that white people did for a long time. This injustice on African Americans led to a time of social unrest. In the 1950's and 1960's, blacks rose up to fight against the social systems and public authorities that had taken these rights away. Many whites supported their campaign.

After the Civil War (1861-65), slavery was ended and African Americans were made citizens and got the right to vote. However, there was so much prejudice against blacks that these new laws were often ignored. In the southern states many laws were passed that separated blacks from whites in public. They were treated as second class citizens.

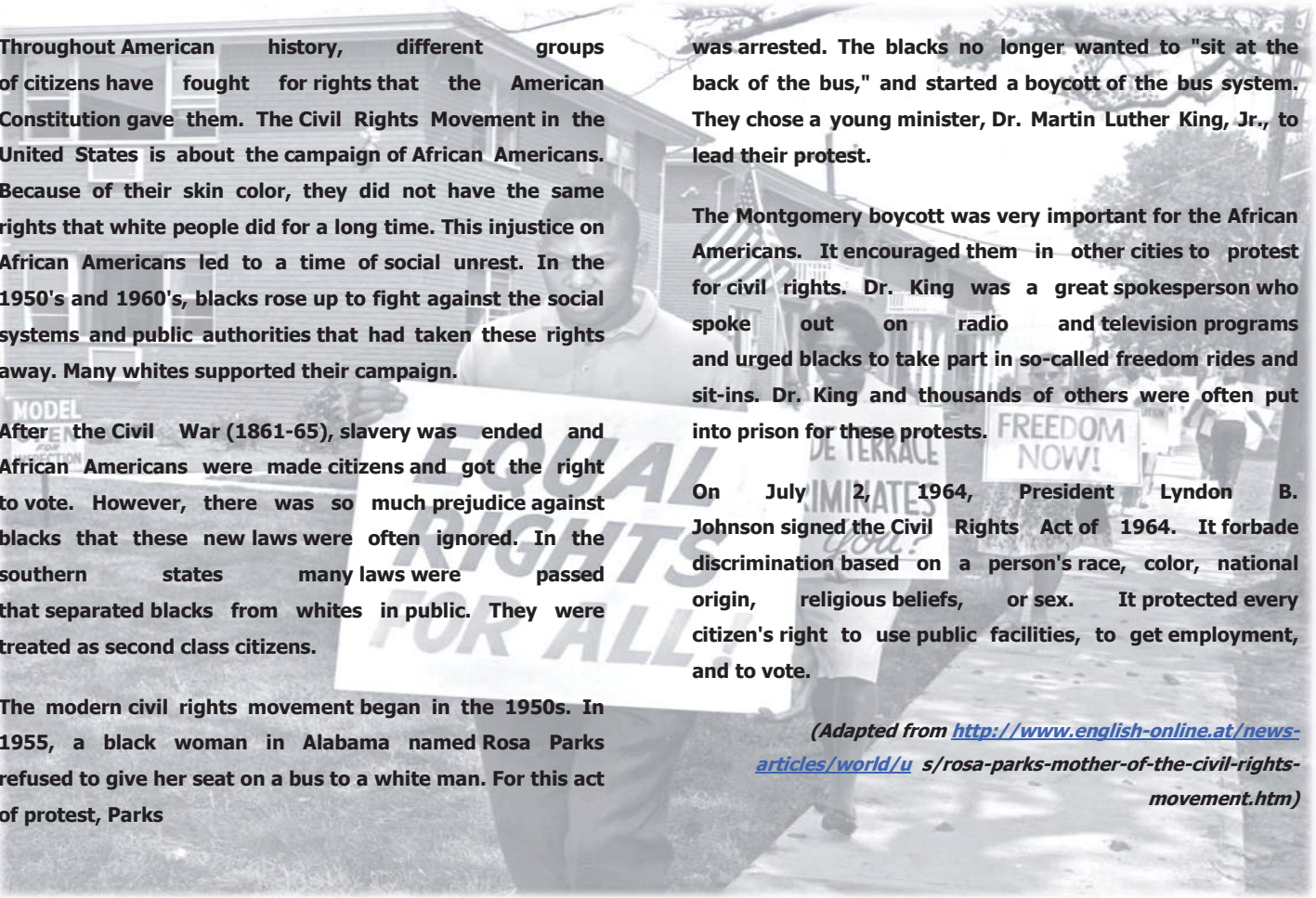

The modern civil rights movement began in the 1950s. In 1955, a black woman in Alabama named Rosa Parks refused to give her seat on a bus to a white man. For this act of protest, Parks

was arrested. The blacks no longer wanted to "sit at the back of the bus," and started a boycott of the bus system. They chose a young minister, Dr. Martin Luther King, Jr., to lead their protest.

The Montgomery boycott was very important for the African Americans. It encouraged them in other cities to protest for civil rights. Dr. King was a great spokesperson who spoke out on radio and television programs and urged blacks to take part in so-called freedom rides and sit-ins. Dr. King and thousands of others were often put into prison for these protests.

On July 2, 1964, President Lyndon B. Johnson signed the Civil Rights Act of 1964. It forbade discrimination based on a person's race, color, national origin, religious beliefs, or sex. It protected every citizen's right to use public facilities, to get employment, and to vote.

(Adapted from <http://www.english-online.at/news-articles/world/us/rosa-parks-mother-of-the-civil-rights-movement.htm>)

The Civil Rights Movement did not only last from 1955 until 1964. Many other political and social issues before and after these dates took place, but this period is known for being the most politically active one for African-Americans.



6. Discuss in groups of four:

- a. In your opinion, what was going through the minds of the people who were against the integration of African-Americans in the American society?**
- b. In your opinion, what was going through the minds of the African-Americans who were discriminated?**
- c. Do you think white Americans had good reasons for their discrimination against African-Americans?**

7. With your group, create a poster where both stances are shown: 1) the African-American and 2) the white American during the Civil Rights Movement. The main ideas of each of the stances should be included in your poster.

- You will need:
- Large sheet of paper
 - Color pencils and markers
 - Pencils
 - Eraser

7.1 Present your poster in front of the class. Explain the main ideas and thoughts in your poster. Make sure every member of your group has something to say.



8. Individually, write the main concepts and ideas linked to the beginning of the Civil Rights Movement that you learned in this unit.



Log in our class blog. Write your opinion about the following prompt:

"The struggle of African-Americans was necessary for today's equality"

Support your opinion with sources such as videos, interviews, movie reviews, etc.

Try searching for information at <http://www.africanamericanhistorymonth.gov>

Unit 2: Protesting for the access to education!

Lesson 2: Protesting during the Civil Rights Movement



1. African-Americans were denied their civil rights. Do you think they protested for them?

1.1 Do you think they did it in a violent or pacific way?

1.2 Can you think of violent and pacific ways of protesting? Write them in the chart.



<i>Pacific ways of protesting</i>	<i>Violent ways of protesting</i>

1.3 Compare your chart with that of your classmate.

1.4 What are the differences between your chart and your classmate's?

1.5 Have you ever witnessed any of those ways of protesting? Talk about them with your partner.



Many civil organizations protested against the discrimination towards African-Americans during the Civil Rights Movement. Not only blacks did, but also white Americans who were against racism and discrimination.

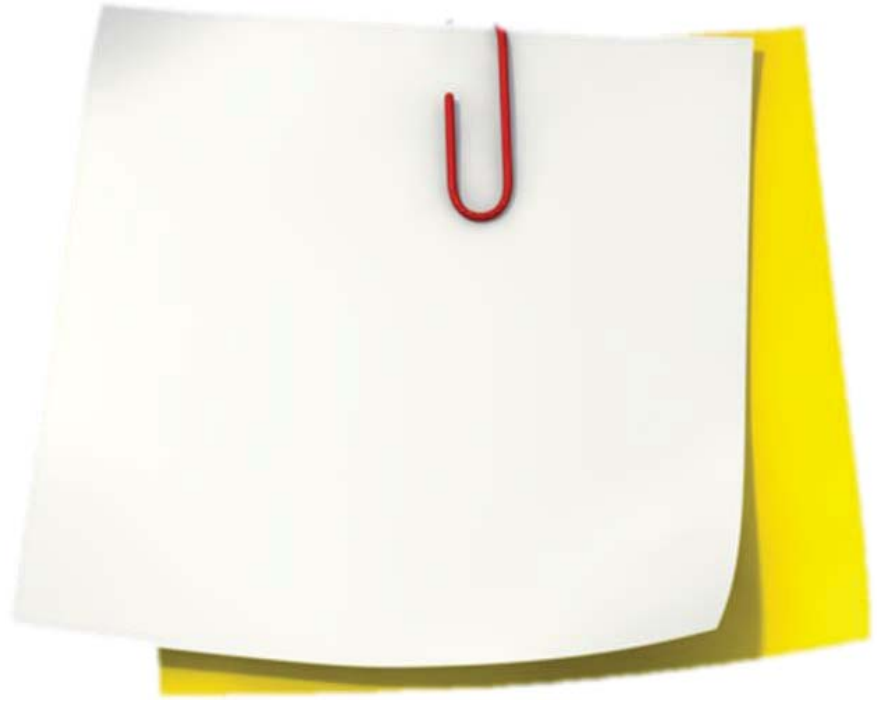




2. Watch the video *Alabama City Remembered as Climactic Battle of Civil Rights Movement*, which is about protests during the Civil Rights Movement. Take notes on the sticky note.

(<https://www.youtube.com/watch?V=ggUt0gJh9U8>)

2.1 Compare your notes with those of your partner. Are there any similarities or differences in your notes? Discuss.



3. In groups of four, use the chart to write the main elements of the protests during the Civil Rights Movement. Include the notes you took from the video regarding the use of violence in those protests, the protests' main goal, and the role of African-Americans and of the police in those protests.

<i>Driving forces in the Civil Rights Movement</i>			
African-Americans	Police	Violence	Main goal of protests
<i>They used non-violent ways of protesting</i>		<i>It was avoided by most African-American political groups</i>	

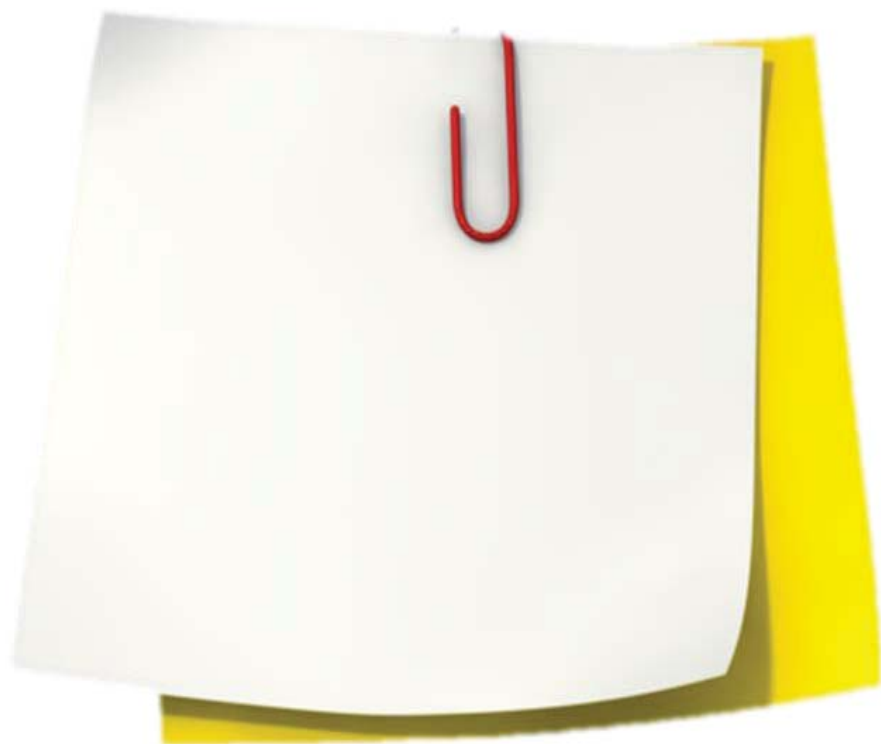
3.1 Share your group's chart with other classmates.

Swap seats with other group members and explain the elements that you wrote in the chart. Are there any differences in your answers? Which ones? Talk about them with your new group.



4. Individually, write an essay including at least TWO of the driving forces mentioned in the chart (African-Americans, police, violence and the main goal of protests). Develop your ideas about their importance in the protests during the Civil Rights Movement and in Chile and the differences between the two.

Type your essay in Times New Roman 12. Minimum 2000 words.



5. Use the sticky note to write the main ideas and concepts that you learned about the ways of protesting during the Civil Rights Movement.



Log in our class blog. Write your opinion about the following prompt:

"Pacific ways of protesting are the best way to achieve our goals."

Support your opinion with sources such as videos, interviews, movie reviews, etc.

Unit 3: Access to education before and after 1964

Lesson 6: The Civil Rights Act of 1964



1. African-Americans fought for their civil rights. Do you think by the end of the Civil Rights Movement they achieved any of their goals? Discuss with your partner.
2. Tick the civil rights that you think African-Americans regained.
 - a. Access to education
 - b. Right to buy property
 - c. Access to more jobs
 - d. Right to use the same physical spaces as white people
 - e. Right to work fewer hours

2.1 Compare your answers with those of your classmate.



3. Watch the video *The Civil Rights Act of 1964 Explained* and take notes related to the main measures of the Civil Rights Acts of 1964. Write them on the sticky note.

(https://www.youtube.com/watch?v=6x0l_vkjozc)



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-
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-
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The Civil Rights Act of 1964 is USA's premier civil rights legislation. The Act outlawed discrimination on the basis of race, color, religion, sex, or national origin, required equal access to public places and employment, and enforced desegregation of schools and the right to vote. It did not end discrimination, but it did open the door to further progress.

Information adapted from <http://www.nps.gov/subjects/civilrights/1964-civil-rights-act.htm>



3.1 Compare your notes with those of your partner.



4. In groups of three, answer and discuss the following questions:

- a. Do you think that the protests held by African-Americans in the USA were vital for the passing of the Civil Rights Act of 1964? Why?
- b. How do you think that white Americans against integration reacted?
- c. How do you think that African-Americans reacted?

4.1. Organize your ideas in the following chart.

Why were protests vital?	White Americans' reaction	African-Americans' reaction



President Lyndon B. Johnson signed the Civil Rights Act of 1964 with at least 75 pens, which he handed out to congressional supporters of the bill and to civil rights leaders such as Martin Luther King Jr. and Roy Wilkins.



Information adapted from <http://www.history.com/topics/black-history/civil-rights-act>



5. Before reading, answer and discuss the following questions with your partner. Use the sticky note to write your main ideas and opinions.

- a. Who is usually involved in the passing of laws?
- b. Do you think that African-American social and political groups had an important role in the passing of this law?
- c. Do you think that social conditions improved for African-Americans after this law was signed?



5.1 Read the text about the Civil Rights Act of 1964.

Civil Rights

Civil Rights Act of 1964

The Civil Rights Act of 1964 was one of the most important civil rights laws in the history of the United States. It outlawed discrimination, ended racial segregation, and protected the voting rights of minorities and women.

The Declaration of Independence declared that "All men are created equal." However, when the country was first formed this quote didn't apply to everyone, only to wealthy white landowners. Over time, things did improve. The slaves were set free after the Civil War and both women and non-white people were given the right to vote with the 15th and the 19th amendments.

Despite these changes, however, there were still people who were being denied their basic civil rights. Jim Crow laws in the south allowed for racial segregation and discrimination based on gender, race, and religion was legal. Throughout the 1950s and early 1960s leaders such as Martin Luther King, Jr. fought for the civil rights of all people. Events such as the March on Washington, the Montgomery Bus Boycott, and the Birmingham Campaign brought these issues to the forefront of American politics. A new law was needed to protect the civil rights of all people.

On June 11, 1963 President John F. Kennedy gave a speech calling for a civil rights law that would give "all Americans the right to be served in facilities that are open to the public" and would offer "greater protection for the right to vote." President Kennedy began to work with Congress to create a new civil rights bill. However, Kennedy was assassinated on November 22, 1963 and President Lyndon Johnson took over.

President Johnson also wanted a new civil rights bill to be passed. He made the bill one of his top priorities. After working the bill through the House and the Senate, President Johnson signed the bill into law on July 2, 1964.

The law was divided up into 11 sections called titles. Among the most important ones are integration in all public places such as hotels and restaurants, public schools should not be segregated and employers should no longer discriminate based on race, gender, religion or national origin.

Adapted from http://www.ducksters.com/history/civil_rights/civil_rights_act_of_1964.php



6. In the same groups as in activity 4, create an oral presentation.

It should include the following information:

- Reasons of the creation and passing of the Civil Rights Act.
- People who were benefited.
- How the Civil Rights Act of 1964 benefited them.
- How you think white Americans and African-Americans reacted.
- Social conditions for African-Americans before and after 1964.

You will have 15 minutes to present.

Include pictures and sources.



Log in our class blog. Write your opinion about the following prompt:

"The Civil Rights Act of 1964 ended with discrimination towards African-Americans."

Support your opinion with sources such as videos, interviews, movie reviews, etc.

Unit 4: A won battle

Lesson 6: How about Chile?



1. Watch the video *Violent student protests in Chile as molotov cocktails and traffic lights thrown in Santiago.*

(<https://www.youtube.com/watch?v=04dP-DNnQfI>)

1.1 Use the sticky note to take notes about the following points:

- Who do you think are the people protesting?
- What do you think they are protesting for?
- Are they protesting in a pacific or violent way?



1.2 Compare your notes with those of your classmate. Are there any differences? Discuss.



1.3 Sharing circle

Form a big circle. Make sure you can see all of your classmates' faces.

After watching the video and taking notes, discuss what you saw and how you felt.

The following questions or statements are an example of what you can ask or share:

I think that what I saw is right / wrong because...

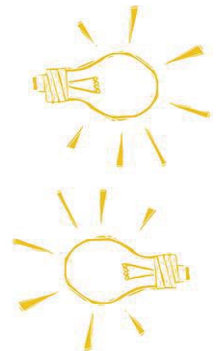
I believe that violence is...

I think that students should...

I agree / don't agree with that way of protesting because...

A better way of protesting is...

Protesting is...





2. In your notebook, write a short response to the video you just watched. Include your opinion and what caught your attention the most. 400 words minimum.

2.1 Swap your piece of writing with your classmate and read it. What things are similar and what things are different? Do you agree with your classmate?

2.2 Share with the class your and your classmate's opinion.



3. Read the text and answer the questions.

Student protests rock Chile ahead of soccer tournament

Students, who began protests earlier this week, launched larger demonstrations on Wednesday by setting fire to barricades on Santiago's Alameda Avenue, the capital's central artery, snarling traffic. Marches also took place in the port city of Valparaiso and Concepción, in the country's south. Organizers in Santiago were "profoundly happy with the massive amount of people who took to the streets, among them professors, students, workers and citizens."

Students demand fundamental changes to an education system that was rejiggered during the dictatorship of Augusto Pinochet, in the 1970s and 80s, to favor privatization and end central control of funding. In the following decades, billions of dollars flowed to private high schools while public schools in poor neighborhoods floundered.

Bachelet made education reform a pillar of her 2013 reelection campaign. She recently delivered, in part, on her promise when she enacted an initial measure to ban for-profit enterprises at state-funded schools and progressively end family copays for schools that receive public funding. The bill, which the president called the most significant reform in Chile in the last 50 years, came on the heels of a corporate tax

increase designed to raise \$5 billion annually to fund education.

But student groups say that is not enough. Led by the Confederation of Chilean Students, or Confech as the group is known, students have again taken to Santiago's streets to lambast reform as insufficient.

A central student demand is about costs. Chilean universities are among the world's most expensive when per capita income is factored in. University tuition has increased 60 percent in the last decade, with middle-class families spending the bulk of their incomes on higher education. And wealthy students represent an overwhelming percentage of student bodies at the country's most prestigious universities.

Last month Bachelet unveiled a measure that would provide free university education to 60 percent of the poorest students starting in 2016. Under the bill, 100 percent of students would benefit from free tuition by 2020. Students, though, want more. They demand a more democratized decision-making process — one where students have greater say in education policy.

Adapted from <http://america.aljazeera.com/articles/2015/6/10/student-protests-rock-chile-ahead-of-continental-soccer-tournament.htm>

- a. Do you think that protests in Chile have helped students achieve their goals?
- b. How can you compare the reasons for the protests in Chile with those for the protests in the USA during the Civil Rights Movement?
- c. How are they different and similar? Use the chart to organize your ideas.

<i>Protests in Chile and Protests in the USA</i>	
Similarities	Differences



4. In activity 1, you saw a video in which a violent protest was taking place. Can you think of any pacific ways of protesting that would work in Chile? Discuss with your partner.

4.1 Read the following text about one non-violent way of protesting in Chile.



In 2006, high-school students in Chile took to the streets to protest the country's education system, sparking President Michelle Bachelet's first major crisis. Known as the Penguin Revolution, the protests accomplished what decades of public debate had failed to do: force a political agreement to reform institutional practices in place since the 1980s. The student movement responded to widespread complaints that despite public education funding, the system's guiding principles perpetuate socioeconomic differences.

*Information adapted from
<http://www.americasquarterly.org/node/982>*



This Is Thriller: What Chilean Students Can Teach the Occupy Movement

Here's a new tactic for Occupy Wall Street protesters to consider: dressing up as zombies for a mass performance of "Thriller".

That's what thousands of members of Chile's growing student protest movement did in June, gathering for a Michael Jackson-inspired flash mob outside the home of President Sebastian Pinera. Videos of the performance have gone viral in Chile, with multiple YouTube posts gaining tens of thousands of views each.



Chilean students, upset over the fees charged by their country's largely privatized school system, are leveraging social media in a unique way, according to Katie Manning, a reporter for a group of online newspapers in Chile called *Mi Voz*.

Chilean students are "pushing beyond the social-networking boundaries established by other global protests," Manning writes Monday on *Wired*.

When protesters occupied the Chilean Senate building last month, urging a national vote on education issues, they livestreamed the sit-in via YouTube, as well as a service called *TwitCasting.tv*, offering a more complete picture than the quick clips typically shown on local television networks.

Students have turned to social media as not just an organizing tool, but a way to tell their stories "without the censorship that occurs in traditional media," says one activist.

Social media is extremely popular in Chile, according to the research firm *comScore*. Chilean student protesters have launched an English-only Twitter account to better communicate with reporters, sympathizers and observers around the globe.

While the mass "Thriller" performance may have generated the most buzz so far, even that moment came with some calculated serious undertones, according to one student quoted at the time.

"Public education is dying, so we took this Michael Jackson creation and we united to this movement that is dying, the zombies," he said. So allegorical zombies going viral on YouTube — that may be a page the Internet-savvy Occupy movement can take from the Chilean students' playbook.

Adapted from <http://mashable.com/2011/11/28/>

thriller-social-media-protest-ows/

4.2 Do you think that ways of protesting such as the one you read have helped students achieve their goals in Chile?

4.3 Non-violent ways of protesting helped African-American students to achieve their goals. Why do you think Chilean students have not had much response from the government? Discuss in groups of 4.



5. In your same groups, think of at least FOUR elements of the African-American protests during the Civil Rights Movement that could work in Chile. Why would they work? Organize your ideas in the chart.

	Elements that could work in Chile	Why would they work?
1		
2		
3		
4		

5.1 Share your group's chart with the rest of the class.

6. What kind of demonstration do you think would catch the Chilean government's eye?

6.1 Do you think there has been a civil movement in Chile?

6.2 If Chilean students applied what African-American students did in their protests, would they have any success? Share your thoughts with your classmate.



Log in our class blog. Write your opinion about the following prompt:

"Chilean student's ways of protesting are not enough for achieving their goals."

Support your opinion with sources such as videos, interviews, movie reviews, etc.

Appendix 1: Questionnaire

Questionnaire

Dear students:

This questionnaire was designed for you to collaborate with the creation of a workshop about the Civil Rights Movement. Your answers will be of great help for its design.

Thanks for your participation!

1. How would you describe your level of English?

High ___ Good ___ Average ___ Low ___

2. According to you, which is your strongest skill?

Speaking ___ Writing ___ Listening ___ Reading ___

3. According to you, which is your weakest skill?

Speaking ___ Writing ___ Listening ___ Reading ___

4. What kind of activities do you like the most?

Writing activities ___ Speaking activities ___ Reading activities ___ Listening activities ___

5. How do you like to work in the classroom?

Individually ___ In pairs ___ In small groups (3-4 people) ___ In big groups (5-6 people) ___

6. What aspects of culture can you see on a daily basis?

7. Is culture important for you? How?

8. Do you think culture should be studied in schools? Why? Why not?

9. What comes to you mind when you read the phrase "Civil Rights Movement"?

10. Do you know anything about the Civil Rights Movement in the United States?

Yes ___ A few things ___ No ___

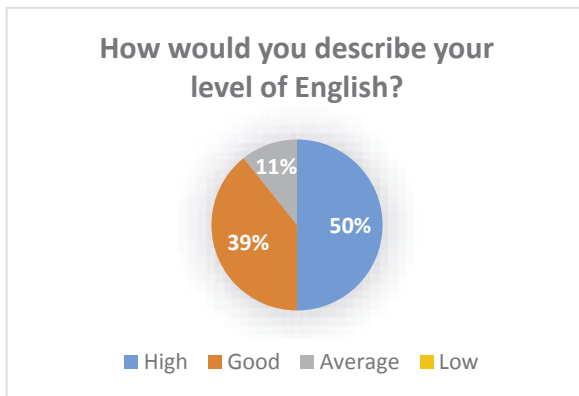
11. Do you think education played an important role during the Civil Rights Movement? How?

12. Do you think students played an important role during the Civil Rights Movement? How?

13. Do you find it interesting to study the lives of students who lived during the Civil Rights Movement?"

Appendix 2: Analysis of results

Graph 1



Graph 2



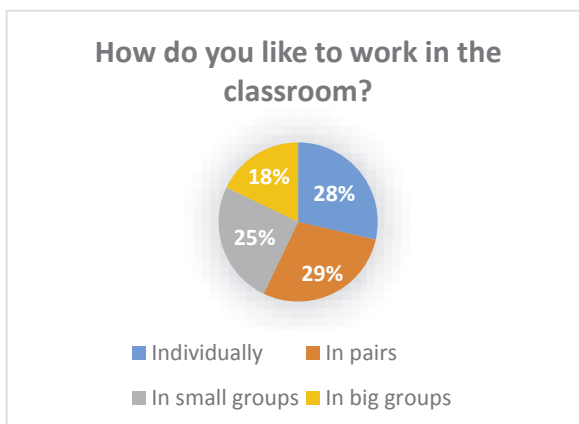
Graph 3



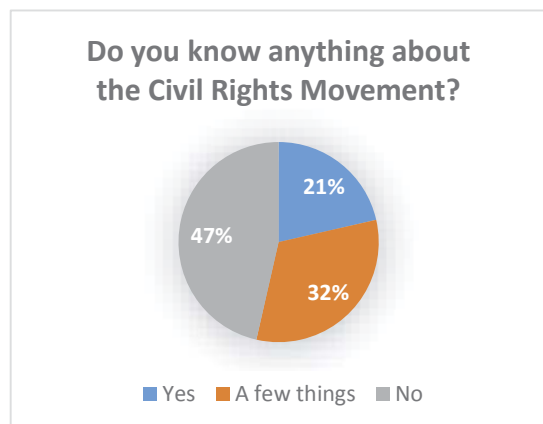
Graph 4



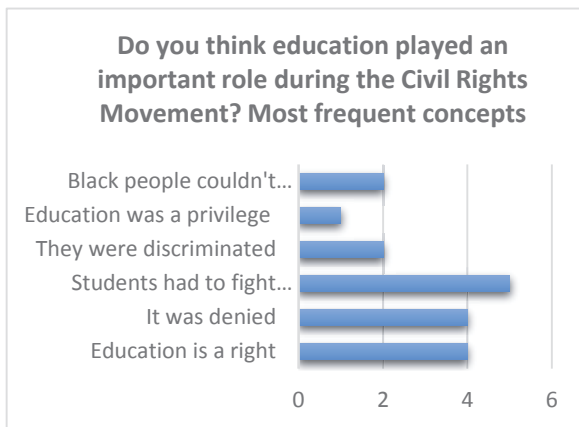
Graph 5



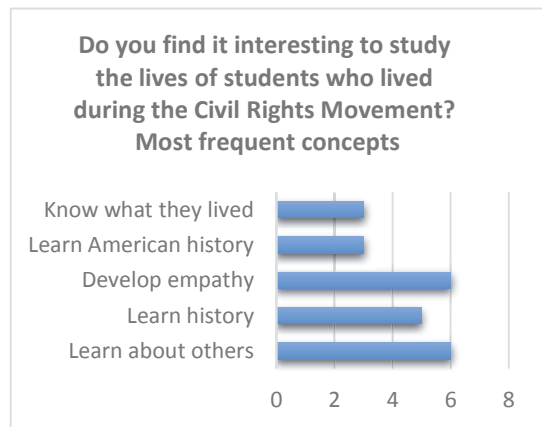
Graph 6



Graph 7



Graph 8



Appendix 3: Rubrics

Blog entry scoring rubric				
Question to consider	Points			Feedback
	1 point	2 points	3 points	
Has the student tackled a topic that is interesting for the intended audience? Does the topic connect to what was studied in class?				
Is there evidence that the author has thought deeply about the topic?				
Is the author expressed their opinion in an articulate, convincing manner?				
Has the author used any sources of information to express his/her point of view?				
Has the author used appropriate grammar and mechanics?				
Does the author spark conversations with readers by asking provocative questions?				
Will readers want to respond to this blog entry?				
As comments are added to this entry, has the author worked to continue the conversation by responding to readers?				
Final score:				

*Rubric adapted from
http://digitallyspeaking.pbworks.com/f/Handout_BlogScoringChecklist.pdf*

Essay rubric				
	Very Good (3)	Good (2)	Fair (1)	Poor (0)
CONTENT The essay has a single, central point that is interesting, original, striking and substantial.				
ORGANIZATION The essay is organized and well structured (there is a beginning, a body, and a conclusion). The essay exhibits a clear strategy for persuasion and pattern of development (chronological order, spatial order, comparison/contrast, etc.).				
PARAGRAPHS Paragraphs are organized, unified and coherent. Each supporting paragraph has a controlling idea.				
GRAMMAR, SPELLING Subtract points for errors in grammar (comma splices, fragments, fused sentences, agreement, etc.) spelling, and mechanics (margins, format, etc.).				
				Final Score:

Rubric adapted from
https://drive.google.com/previewtemplate?id=1EDUeb8gGGq_HYEi_jve0c9-J3VXGYFg6jj0M15D5rkc&mode=public&urp=https://www.google.cl/&pli=1&ddrp=1
 #

Poster and presentation rubric				
Category	4	3	2	1
Coverage of the topic	Details of the poster capture the important information about the topic and increase the audience's understanding.	Details on the poster include important information but the audience may need more information to understand fully.	Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand.	Details on the poster have little or nothing to do with the topic.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.
Layout and design	All information on the poster is in focus and can be easily viewed.	Most of the information on the poster is in focus and the content easily viewed.	Not all information is on focus and not all can be identified.	Much of the information on the poster is unclear or too small.
Sources	All sources are accurately documented.	All sources are accurately documented but there are a few errors in the format.	All sources are documented but information is incomplete.	Information is not documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Presentation	The presentation was the appropriate length. The presenters spoke clearly and established eye contact with the audience.	The presentation was the appropriate length. The presenters spoke clearly most of the time and established eye contact with the audience.	The presentation was a bit too long or too short. The presenters spoke clearly some of the time. Established little eye contact with the audience.	The presentation was too long or too short. The presenters did not speak clearly and established no eye contact with the audience.
Final score:				

Rubric adapted from

http://www.readwritethink.org/files/resources/lesson_images/lesson1076/rubric.pdf

Oral presentation rubric			
Category	Scoring Criteria	Total Points	Score
Organization (9 points)	The type of presentation is appropriate for the topic and audience.	3	
	Information is presented in a logical sequence.	3	
	Presentation appropriately cites requisite number of references.	3	
Content (12 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	3	
	Presentation contains accurate information.	3	
	Material included is relevant to the overall message/purpose.	3	
	There is a conclusion summarizing the presentation.	3	
Presentation (18)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	3	
	Speaker uses a clear, audible voice.	3	
	Good language skills and pronunciation are used.	3	
	Visual aids are well prepared, informative, effective, and not distracting.	3	
	Length of presentation is within the assigned time limits.	3	
	Information was well communicated.	3	
Score	Total points	39	

*Rubric adapted from
hplengr.engr.wisc.edu/Rubric_Presentation.doc*

Self-evaluation rubric

Self-Evaluation

Name: _____ Date: _____

Rate your contribution to the class and evaluate your participation on a scale from 1 – 10 with 10 being the highest.

- ___ 1. Following teacher's instructions
- ___ 2. Asking meaningful questions
- ___ 3. Contributing ideas and information
- ___ 4. Helping the group stay on task
- ___ 5. Contributing materials
- ___ 6. Asking for help when needed
- ___ 7. Sharing responsibilities
- ___ 8. Respecting others
- ___ 9. Explaining things to others
- ___ 10. Doing things on time
- ___ 11. Doing my best

I could improve on _____

_____ because _____

_____.

The grade I think I deserve is _____ .

Rubric adapted from

<http://alex.state.al.us/uploads/30065/RubricPeer&SelfEvaluation.doc>

Final Project rubric			
	Good (5)	Fair (3)	Poor (1)
Content and Critical Thinking	Clear evidence that higher level thinking skills were used in the creation of the final project.	Some to little evidence that higher level thinking skills were used in the creation of the final project.	No evidence that higher level thinking skills were used in the creation of the final project.
	Clearly reflects specific information presented in the course.	Somewhat relates to specific information presented in the course.	Nonspecific and general in nature, not related to specific course content.
	Demonstrates depth of understanding in the knowledge, skills, and strategies from the course.	Demonstrates some understanding in the knowledge, skills, and strategies from the course.	Demonstrates a lack of understanding in the knowledge, skills, and strategies from the course.
	Demonstrates unique personal insights derived from application and evaluation of course content, using specific examples.	Demonstrates some insight derived from application and evaluation of course content, using no specific examples.	Demonstrates a little evidence of reflection, synthesis, or evaluation, using no specific examples.
Mechanics	Complete sentences, correct grammar and spelling.	Comprehensible sentences, undeveloped paragraphs; some grammar and/or spelling errors.	Incomplete sentences, unorganized thoughts with poor grammar and spelling.
Documentation	All sources are properly cited within the final project and included in a bibliography.	Most to few of the sources are properly cited within the final project and/or included in a bibliography.	None of the sources are cited within the final project or included in a bibliography.
Presentation and Communication	Media, such as graphics, audio, video, effectively communicates and contributes significantly to the intended meaning of the content.	Media may not be completely appropriate and contribute some to little to the intended meaning of the content. Is somewhat effective in communicating the intended meaning.	Media is not included as required or, if included, is not used appropriately or contributes little. May even detract from the intended meaning of the content.
Final score:			

Rubric adapted from

<http://www.elr.cornell.edu/sites/default/files/Final%20Project%20Rubric.docx>

Appendix 4: Video Materials (available from the CD)

- Unit 1 – Lesson 1, Watching Activity section. Activity 3: “History of the Civil Rights Movement.” (MP4 video).
- Unit 2 – Lesson 2, Watching Activity section. Activity 2: “Alabama City Remembered as Climactic Battle of Civil Rights Movement.” (MP4 video).
- Unit 3 – Lesson 6, Watching Activity section. Activity 3: “The Civil Rights Act Explained.” (MP4 video).
- Consolidation Unit – A Won Battle – Lessons 3 and 4. Watching Activity section. Activity 1: “Violent student protests in Chile as molotov cocktails and traffic lights thrown in Santiago.” (MP4 video).