

# Civil Rights and the Women's Movement

**NOTE TO TEACHER:** In this lesson students engage in discussions about discrimination and ways to mitigate or prevent it. At times, some of the discussion might be controversial, as different perspectives are aired. Sensitivity to individuals' opinions and perspectives is important. For ideas and guidance on discussing controversial issues, refer to the handout "Discussing Controversial Issues" in this packet.

**Grade Level: 7-12**

## **Related Academic Subjects:**

U.S. History, Civics/Government, Language Arts, Women's Studies

## **Lesson Overview:**

In this lesson, students will take a survey on white and male privilege that explores race and gender inequality. They will then compare and contrast the experiences of African American and white women facing discrimination in the 1950s and 1960s. In a culminating activity, students will then research current areas of discrimination and formulate an anti-discrimination campaign.

## **Lesson Objectives: Students will...**

- Analyze the concept of white privilege and male privilege
- Compare and contrast the experiences of white and African American women with race and gender discrimination during the 1950s and 1960s.
- Research specific areas of discrimination currently happening
- Formulate an anti-discrimination campaign

## **Estimated Time:**

- Opening Activity: 20-30 minutes
- Video Viewing Activity: one class period
- Main Activity: two to three class periods plus time for presentations

## **List of Video Segments used in the Lesson:**

From the *MAKERS* documentary (time cues are approximate)

### **Video Segment 1:**

**Intro: 4:11 CUE:** “For the high school graduates of the 1950’s life looked good. America was booming, creating a prosperous new middle-class.”

**Exit: 8:46 CUE:** “I had one goal and that was if only I could one day work in an office, because every woman that I knew was doing housework. By that I mean they were maids.”

### **Video Segment 2:**

**Intro: 23:26 CUE:** “From the Weeks case, NOW moved on to other important victories, including the end of segregated help wanted ads, and male only clubs and restaurants.”

**Exit: 26:25 CUE:** “Whenever one person stands up and says “wait a minute, this is wrong,” it helps other people to do the same.”

### **Video Segment 3:**

**Intro: 45:56 CUE:** “Women of color also saw little in the movement to move *them*.”

**Exit: 47:07 CUE:** “We just wanted the face we saw in the mirror to be reflected and the organizing what we are doing.”

### **From the *MAKERS* website**

Interview excerpts with Diane Nash <http://www.makers.com/diane-nash>

- **Civil Rights and Women’s Rights** <http://www.makers.com/moments/civil-rights-womens-rights>
- **A Pregnant Defendant** (<http://www.makers.com/moments/pregnant-defendant>)
- **At MLK’s Side** <http://www.makers.com/moments/mlks-side>

### **Materials Needed:**

- DVD copy of *MAKERS: Women who Made America* (or links from website)
- Computers with Internet access
- Pens, pencils, paper
- Student Handouts:
  - Exploring Privilege in Race and Gender
  - African American Feminism finds its own Path
  - Developing an Anti-Discrimination Campaign
  - Discussing Controversial Issues

## **Lesson Procedure:**

### **Opening Activity**

In this activity, students will take a brief survey exploring their perspectives on white and male “privilege.” This activity was adopted from Professor Peggy McIntosh’s 1988 essay “White Privilege and Male Privilege” in which she explores how society bestows privileges on some and not others. Share with students that this activity is intended to help them see that in society there are inherent advantages given to some people simply because of who or what they are. The thesis of McIntosh’s essay and the probable result of this activity are intended to stimulate discussion around a controversial issue. Teachers are encouraged to allow students to draw their own conclusions.

1. Tell students that they will be taking a survey that examines whether they can count on certain conditions at school and in their lives to be true.
2. Distribute the handout “Exploring Privilege in Race and Gender” to each student and review the background and directions.
3. You can choose to read through the conditions to help facilitate completing the survey or allow 10 to 15 minutes for students to take the survey independently. When finished, have students add up their scores.

Now ask students to either stand or raise their hands when you call out the number total ranges below. What is likely to happen is that students who have the highest numbers tend to be male and white and those with the lowest to be non-white and female. Non-white males and white females tend to fall in the middle categories. If you feel this part of the activity might embarrass students, you can skip to number four.

40 – 31 points

30 – 21 points

20 – 11 points

10 – 0 points

4. Ask students what they thought about the survey. What surprised them? Did they find their number totals were higher (40 to 30 points) or lower (20 points or below)? What do they attribute to their totals? How might living in conditions where these statements are true give some people an advantage in life? How does such a survey help explain why some people are more successful than others? How do other factors play a role in someone’s success? What do they think is the point of this survey?

### **Video Viewing Activity**

Tell students in this activity they will view video clips from the *MAKERS* documentary and a series of interviews from the *MAKERS* website. You can have students view the video individually or in small group as homework or in class. (NOTE: all cue times on the student handout are approximate.)

1. Distribute the handout, “African American Feminism finds its own Path” graphic organizer.

2. Have students watch the video clips and interview from the MAKERS website ([www.makers.com](http://www.makers.com)) and fill out the graphic organizer.
3. Then have students meet in small groups to complete the discussion questions. Review the questions with the entire class.

### **Main Activity: Overview**

In this activity, students will identify and research an anti-discrimination topic that interests them. They will develop an anti-discrimination campaign to bring awareness of the discrimination and strategies for addressing it.

1. Divide the class into small groups of 4-5 students.
2. Have each group brainstorm different types of discrimination that they witness or experience at school or that they're interested in. You can have students review a list of different forms of discrimination as defined by the U.S. Justice Department at <http://www.justice.gov/crt/about/edu/types.php> to give students further information. Encourage students to investigate the summaries of cases from the case list after each discrimination description.
3. Have the class list 4-5 types of discrimination that they have witnessed at school or are of interest to them.
4. Have the groups pick one of the discrimination types that is of interest to them or assign each group one of them.
5. Distribute the student handout "Developing Your Anti-Discrimination Campaign."
6. Review the directions with students and have them begin developing their campaign. You might want to recommend students assign some steps to individual members and others to smaller groups to expedite the process.

**TEACHER NOTE:** This lesson is designed so that students can take their efforts into the real world if so desired. You can have students formulate an anti-discrimination campaign creating campaign-like materials for distribution to policy makers, school administrators and the general public. Or the assignment can be confined to just in-class presentations.

### **Assessment**

- Active participation during discussions and activities.
- Quality of notes and completion of student of the graphic organizers.
- Evaluate students' presentation using the suggested rubric provided at the end of this lesson or your own assessment tool.

**About the Author:** Greg Timmons has been a social studies teacher for over 30 years. He has written lessons for several PBS productions including *The NewsHour*, *FRONTLINE*, and

various Ken Burns's productions including *The War*, *The National Parks: America's Best Idea*, *Baseball*, *Prohibition* and *The Dust Bowl*." He resides in Montana and Washington state.

## Resources

- MAKERS: Women Who Made America website <http://www.makers.com>
- PBS MAKERS: Women Who Made America website <http://www.pbs.org/makers>
- MTV "Fight for Your Rights" <http://www.mtv.com/onair/ffyr/discrimination/index.jhtml>
- "White Privilege: Unpacking the Invisible Knapsack" <http://ted.coe.wayne.edu/ele3600/mcintosh.html>
- RFK Center Speak Truth to Power <http://rfkcenter.org/speak-truth-to-power>

## Standards

(McREL <http://www.mcrel.org/compendium/browse.asp>)

### U.S. History

- **Standard 29:** Understands the struggle for racial and gender equality and for the extension of civil liberties

Level IV (Grades 9-12)

2. Understands conflicting perspectives on different issues addressed by the women's rights movement (e.g., the Equal Rights Amendment, Title VII, and Roe v. Wade)

### Civics

- **Standard 3:** Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good

Level IV (Grades 9-12)

2. Knows alternative ideas about the purposes and functions of law (e.g., regulating relationships among people and between people and their government; providing order, predictability, security, and established procedures for the management of conflict; regulating social and economic relationships in civil society)

- **Standard 9:** Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy

Level IV (Grades 9-12)

2. Understands the interdependence among certain values and principles (e.g., individual liberty and diversity)  
3. Understands the significance of fundamental values and principles for the individual and society

- **Standard 14:** Understands issues concerning the disparities between ideals and reality in American political and social life

Level IV (Grades 9-12)

1. Understands the importance of established ideals in political life and why Americans should insist that current practices constantly be compared with these ideals
2. Knows discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination)
3. Knows historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life (e.g., union movements, government programs such as Head Start, civil rights legislation and enforcement)

### **Common Core Standards for English Language Arts**

<http://www.corestandards.org/the-standards>

#### **Strand: Reading for Informational Text**

**RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a personal life story in both print and multimedia), determining which details are emphasized in each account.

**RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### **Strand: History/Social Studies**

**RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among source

### **Stand: Speaking and Listening**

**SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.9.10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL. 9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.11-12.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL:11-12.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Exploring Privilege in Race and Gender

**Background:** In 1988, Peggy McIntosh, a white, women’s studies professor at Wellesley College, wrote an essay entitled “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies.” In the essay, McIntosh contends that racism and sexism are not just attitudes that exclude or oppress, but are more subtle. Racism and sexism are about whole social systems that bestow privileges on some people while denying those privileges to others. What’s more, people have these privileges primarily because of the color of their skin or because they are born male. McIntosh argues that people who are privileged don’t always recognize they do and don’t always see how the privileges have made their lives easier and better. Thus, the privileges are invisible to these people.

To prove her theory, McIntosh set out to see if her life, as a white person, was different and contained more advantages than non-whites. She described the process as “unpacking the invisible knapsack.” She identified 46 conditions she could count on in life that possibly her non-white counterparts could not. These conditions were more related to skin-color privilege than to class, religion, gender ethnic status, or geographic location, though of course all these other factors are intricately intertwined. What she found out gave her a new perspective on what it meant to be “privileged.”

**Directions:** The following list is adopted from Peggy McIntosh’s 46 conditions and reflects both white and male privilege. Review the list of conditions and consider your own circumstances in life. If a condition is true for both your race and gender put a +2. If it’s true for either your race or gender place a +1 and if it’s not true for either your race or gender, place a -2. For those questions that are only race or gender specific, place a +2 if true and a -2 if untrue.

Condition	Points
1. While at school, if I wish, I can sit next to people of my race or gender without feeling out of place.	
2. I can go out of my house assured that I will not be followed or harassed.	
3. I can turn on the television or open the paper and see people of my race and gender widely represented.	
4. I see ample evidence of my race or gender displayed in the educational materials I use in school.	
5. If I get a job, I can be assured my supervisors will be of my race or gender?	
6. I can go to a music shop or supermarket, or hair dresser’s shop and find music, food or someone who knows how to cut my hair that represents my racial background.	
7. I can speak in public to a powerful male group without having them question my abilities because of my gender.	
8. When facing a challenge, I can be assured that people around me won’t doubt my ability because of my gender.	

9. I don't hear people make derogatory references to my race or gender when I embarrass myself.	
10. I can be given an honor or privilege or be selected to be with a group and be assured it isn't because of my race or gender.	
11. If I speak out because someone is being discriminated against because of their race or gender, my race or gender will give me more credibility.	
12. I never feel I have to speak for or make excuses for the people of my racial group.	
13. I can be assured that my race or gender will not be blamed if I act outrageous or crazy in a public setting.	
14. I can question or criticize authority figures about actions they've taken without my race or gender being considered as the reason for my dissatisfaction.	
15. I can be assured that if I ask to talk to "the person in charge" in a business or at school, I can be assured I will be speaking to someone of my own race or gender.	
16. I can be assured that if a cop stops me on the street it won't be because of my race.	
17. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race or gender.	
18. I can go to public gatherings and not feel isolated, out of place, outnumbered or feared because of my race.	
19. When talking to people about my goals in life, I can be assured that they won't discourage me of lofty goals because of my gender.	
20. I can choose a blemish medicine or bandage that generally matches my skin color.	
<b>Total Points</b>	

**Discussion Questions:**

- What surprised you about the survey?
- Did you find your number totals were higher (40 to 30 points) or lower (20 points or below)?
- What do you attribute in your own life to the totals you compiled?
- How might living in conditions where the majority of these statements are true give some people an advantage in life?
- How does such a survey help explain why some people are more successful than others?
- How do other factors play a role in someone's success?
- What do you think is the point of this survey?

## Video Viewing Activity

### “African American Feminism finds its own Path”

#### Episode 1: The Awakening

**Directions:** As you review the video segments, take notes on the graphic organizer either independently or in small group. When the graphic organizer is completed, review the discussion questions. (**NOTE:** all cue times on video clips are approximate.)

#### Video Segment 1:

**Intro: 4:11 CUE:** “For the high school graduates of the 1950’s life looked good. America was booming, creating a prosperous new middle-class.”

**Exit: 8:46 CUE:** “I had one goal and that was if only I could one day work in an office, because every woman that I knew was doing housework. By that I mean they were maids.”

1. Compare and contrast the different futures for middle class white males and females after graduation from high school or college in the 1950s.	
<b>Female</b>	<b>Male</b>

2. Compare and contrast the roles of men and women in the 1950s as depicted in the documentary.	
<b>Females</b>	<b>Males</b>

3. Describe how advertisements portrayed women during the 1950s.	
4. How did this image of the American woman compare with the roles they played during World War II?	

**Discussion Questions:**

Do you think the characterization of 1950s American middle class women depicted in the documentary is accurate? Why or why not?

Women made great contributions to the war effort during World War II. Why do you think American society's attitudes about women contributing to society changed so dramatically during the 1950s?

**Video Segment 2:**

**Intro: 23:26 CUE:** "From the Weeks case, NOW moved on to other important victories, including the end of segregated help wanted ads, and male only clubs and restaurants."

**Exit: 26:25 CUE:** "Whenever one person stands up and says "wait a minute, this is wrong," it helps other people to do the same."

5. Initially, why didn't black women identify with feminism and the women's movement?

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6. Compare and contrast the concerns of most African American women with the concerns of white middleclass women in the 1950s and early 1960s?	
<b>African American Women</b>	<b>White Middleclass Women</b>

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7. Describe the experience black women had in organizing and fighting for their rights.

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8. Describe how white women working in the civil rights movement were affected by their experiences.

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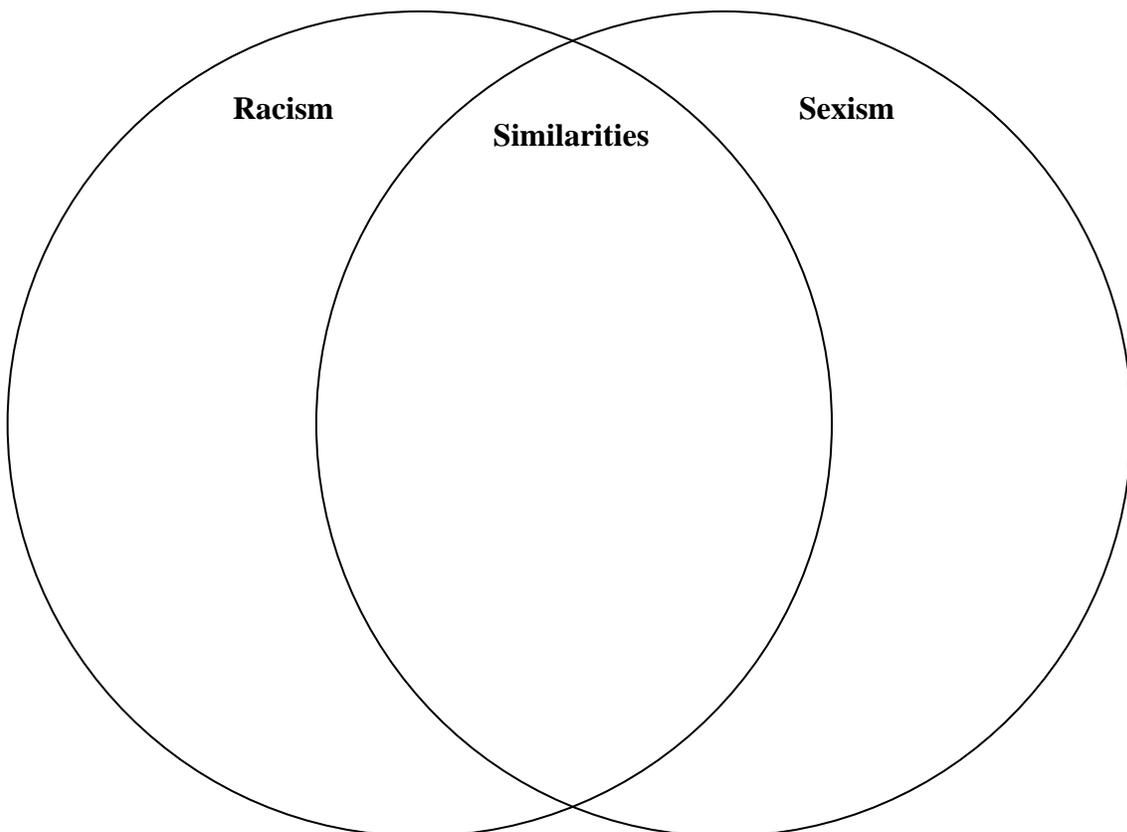
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**Video Segment 3:**

**Intro: 45:56 CUE:** “Women of color also saw little in the movement to move *them*.”

**Exit: 47:07 CUE:** “We just wanted the face we saw in the mirror to be reflected and the organizing what we are doing.”

9. Describe racism and sexism and the similarities between them.



10. How did the entry of black women into the women's movement broaden the movement's goals and message?

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11. What did feminism mean to women African American women and women of color?

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**Discussion Questions:**

Summarize the position African American women initially took when discussing feminism and the plight of middle class women in the early 1960s. Why do you think it was difficult for women of color to relate to the concerns of the women's movement?

How did the similarities between sexism and racism eventually lead to more African American joining the ranks of the women's movement?

**Directions:** View the interviews below of women featured on the MAKERS website and complete the graphic organizer.

**Diane Nash:** <http://www.makers.com/diane-nash>

In 1959, Diane Nash enrolled in Fisk University in Nashville, Tennessee. Though she had encountered discrimination in her hometown of Chicago, she had never seen pervasive segregation of the Jim Crow South where discrimination was institutionalized. With unyielding determination and courage she quickly became one of the most respected leaders of the sit-in movement in Nashville. Diane successfully orchestrated a successful campaign to de-segregate lunch counters and helped to found the Student Nonviolent Coordinating Committee (SNCC).

**Civil Rights and Women's Rights** <http://www.makers.com/moments/civil-rights-womens-rights>

1. According to Diane Nash, what influence did the civil rights movement have on the women's movement?

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2. Why do you think the *Feminine Mystique* had such an impact on Diane Nash?

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**A Pregnant Defendant** (<http://www.makers.com/moments/pregnant-defendant>)

3. Why was it possible that Diane Nash's first baby might have been born in jail?

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4. What was the initial charge against Ms. Nash?

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5. When she went to appear before the court, why was Ms. Nash asked to sit in the back of the court room?

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**Discussion Question:**

In 1962, Diane Nash was sentenced to two years in prison for teaching nonviolent tactics to children in Jackson, Mississippi. Do you think the charge against her was justified? Why do you think the authorities made such a charge? Why do you think she decided to serve the sentence? Why do you think the Mississippi authorities decided not to have her serve her sentence?

**At MLK's Side** <http://www.makers.com/moments/mlks-side>

6. What was Diane Nash's attitude about women as leaders?

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7. How did it compare to the views of many men in the Civil Rights Movement, especially some of the ministers?
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**Discussion Question:** Read the two statements below regarding whether Diane Nash, a woman, should be a leader of the civil rights movement. Discuss the questions that follow.

- Diana Nash was entitled to be a leader of the Civil Rights Movement.
- Diane Nash had earned the right to be a leader of the Civil Rights Movement

What is the difference between these two statements? Why do you think these two statements were considered when Ms. Nash was being considered a leader in the Civil Rights Movement? Do you think the two statements would be a topic for discussion when considering a man to be a leader in the Civil Rights Movement?

# Developing an Anti-Discrimination Campaign

Anti-discrimination Topic: \_\_\_\_\_

Group Members: \_\_\_\_\_

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**Directions:** Begin developing your campaign by completing the tasks below. Check out the Research section at the bottom of the handout. Consider dividing some of the tasks among your group members.

## Research and Policy Proposals (Crafting the right message)

1. To get an idea of an anti-discrimination campaign, go to the following links of organizations that work to bring awareness to discrimination and provide assistance.
  - Not In Our Town <http://www.niot.org/>
  - Not In Our School <http://www.niot.org/nios>
  - HERO Teens <http://www.livebinders.com/play/play/37112>
  - Youth For Human Rights <http://www.youthforhumanrights.org/>
2. Take notes and answer the following questions on the above organizations.
  - What is the purpose of the organization?
  - How does it take action against discrimination?
  - Briefly describe some of its programs or initiatives.
  - Does your school have a group like this?
  - What is the importance of a group like this to end discrimination?
3. Go to <http://www.multiracial.com/links/links-civilrights.html> and research any existing groups that support your anti-discrimination topic. Gather any additional information from other sources that add to what you already know about your topic.
4. Write a briefing paper that expresses your topic's anti-discrimination message. Create a name for your anti-discrimination organization. Address the following points: What is the problem your group wants to address? Why is it a problem? What needs to be done to address the problem? What does your organization do to address the problem? Support all points with evidence.
5. Research your government representatives' position on your topic. Identify the representative most likely to be interested in your cause on the following:

- School level (the superintendent and/or school board). You might also research community sentiment or conduct a survey.
- City or county level (mayor, city council or county commissioners)
- State level (state legislators and governor)
- National level (your state's members of Congress—House and Senate—and the president.

### **Grassroots Mobilization (Influencing the Public)**

6. Create one or more of the following: pamphlet, PSA (public service announcements) for radio or television, print media editorial, website, blog, digital slide presentations or other means to promote your topic.
  - Each of these items should have the following:
    - Your organization's official name, address, contact info (phone, email)
    - Website address (if applicable)
    - Mission statement (one-sentence summary of the goals and values of the organization)
    - Your Message: describe the problem you are addressing, why it's a problem, and what needs to be done to address the problem and how your organization addresses the problem.
    - Describe how people can support your cause (financially, personally as a volunteer, contact legislators, write letters to the editor, attend rallies, etc.)
  - Make sure all published materials are attractive and eye-catching (use legible fonts, attractive colors and adequate spacing)
  - Put information in bullet points whenever possible; short messages are easier to read.
  - Proper grammar, spelling and writing mechanics.
7. Create signs and bumper stickers for public gatherings.
8. Describe the actions will you take (public meetings, letter writing, phone calling, email, website/blog) to make other people aware of your organization, the organization's goals, and ways to recruit either their participation or financial support.

## **RESOURCES**

### **Legislation Sites (to find previous or current legislation related to your cause)**

- **Congress.org** <http://www.congress.org/>
- **CongressLink** <http://www.congresslink.org/>
- **GovTrack.us** <http://www.govtrack.us/>
- **Open Congress** <http://www.opencongress.org/>
- **Thomas (Library of Congress)** <http://thomas.loc.gov/>

### **Policy Makers Sites**

- **Contacting the Congress** <http://www.contactingthecongress.org/>
- **List of U.S. Representatives by State**  
[http://www.house.gov/house/MemberWWW\\_by\\_State.shtml](http://www.house.gov/house/MemberWWW_by_State.shtml)
- **List of U.S. Senators by State:**  
[http://www.senate.gov/general/contact\\_information/senators\\_cfm.cfm](http://www.senate.gov/general/contact_information/senators_cfm.cfm)

### **Fact Checking Sources:**

- **PolitiFact** <http://www.politifact.com>
- **FactCheck.org** <http://www.politifact.com>
- **Open Secrets.org** <http://www.opensecrets.org/index.php>

## **Discussing Controversial Issues**

This lesson examines aspects in which students will likely disagree or may not have yet formed solid opinions. This calls for a learning environment that is open, tolerant, and comfortable for all students.

Angela Harwood and Carole Haun, Atlanta educators contributing to the ERIC Clearinghouse for Social Studies/Social Science Education, offer these considerations when discussing controversial issues in the classroom:

**Establish a safe environment:** One of the most important elements of successful discussions is the creation of an intellectually safe environment for students' participation. To model appropriate discussion behaviors, listen to and respect student contributions, tolerate widely divergent views and encourage their expression. Let students know that they shouldn't interrupt each other's comments and that they can disagree without being disagreeable.

**Maintain focus and direction:** It's easy for a stimulating discussion to wander off topic. To provide necessary structure, develop an agenda that includes time for discussion, organizing student contributions and specific activities or assignments that grow out of that discussion.

**Ensure a balance:** Students should be exposed to the full range of perspectives on an issue. If important viewpoints on a specific issue aren't expressed, carefully question students about them or ask them to present those perspectives themselves.

**Encourage equal participation:** To achieve a balanced discussion, you may need to draw out reticent students and limit the contributions of more outspoken students.

**Limit your personal view points:** Like anybody else, you have a personal opinion about many issues. Be careful, however, that expressing them doesn't adversely affect students' ability to freely examine those issues. If you take a stand on a controversial issue, make it clear that yours is only one opinion and that you welcome students to challenge it.

# Rubric

## Civil Rights and the Women's Movement

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

<b>Anti-Discrimination Campaign</b>				
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Quality of Answer	Information clearly answers all parts of the question posed in the culminating activity.	Information clearly answers most of the parts the question posed in the culminating activity.	Information clearly answers one part of the question in the culminating activity.	Information has little or nothing to do with the question in the culminating activity.
Quality of supporting information	The essay includes several supporting details and/or examples.	The essay provides 2-3 supporting details and/or examples.	The essay provides only one or two supporting details and/or examples.	The essay provides no supporting details or examples.
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.
<b>SUBTOTAL</b>			_____ <b>out of 20 pts</b>	

<b>SPECIAL INTEREST GROUP PRESENTATION</b>				
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
<b>SUBTOTAL</b>				_____ <b>out of 20 points</b>
<b>TOTAL</b>				_____ <b>out of 40 points</b>