*To Kill a Mockingbird* is a novel that unveils the racism in the South during the 1960’s. The novel refers to or highlights major civil rights events that played a key role in what became one of the most important movements in the history of the United States.

For this project, you will research a civil rights event, person, or case of your choosing. Once your topic has been selected, you will begin researching following the process below. After researching your topic, you will present to the class a 3-5 minute Adobespark presentation. The overarching question of your research is to answer the question, “Is justice truly blind?”

Choose a civil rights topic from list provided to research using database and web resources demonstrated, including location of key images and a primary source document (first-hand account or source of information created at the time of study).

1. Bates, Daisy
2. Black Panthers
3. Bond, Julian
4. Bridges, Ruby
5. Brown vs. Board of Education
6. Busing--Swann v. Charlotte-Mecklenburg BOE
7. Civil Rights Act of 1964
8. Civil Rights Act of 1968
9. Clark, Kenneth
10. Congress of Racial Equality (CORE)
11. Davis, Angela
12. Evers, Medgar
13. Freedom Riders
14. Garvey, Marcus
15. Jackson, Jesse
16. Jim Crow Laws
17. Kennedy, John F
18. Kennedy, Robert F.
19. Lewis, John
20. Little Rock 9
21. Loving vs. Virginia
22. Malcolm X
23. March from Selma (“Bloody Sunday”)
24. March on Washington
25. Marshall, Thurgood
26. Meredith, James
27. NAACP
28. President Lyndon Johnson
29. Sit-Ins Lunch Counter (ex. Woolworths)
30. Sixteenth Street Baptist Church Bombing
31. Southern Christian Leadership Conference (SCLC)
32. Student Non-Violent Coordinating Committee (SNCC)
33. Voting Rights Act/Civil Rights Act of 1965
34. Wallace, George C.
35. Wells, Ida B
36. Young, Andrew

Cite sources in EasyBib and compose 10+ notecards with relevant facts, including examples of summarizing, paraphrased, and quotation-embedded sentences that come from sources. Your source-inspired sentences will help explain the images you assemble in text boxes on an Adobe Spark Page (simple web page creation tool). Your Works Cited will be added to the last part of the Spark Page, and your complete EasyBib notecards will help you to share your research in class in a three-minute presentation, using your Spark as the visual component.

The rubric provided will highlight the specific criteria that determine your grade for this research and its products—the Adobe Spark page and the brief oral presentation using it and your cards.

**Schedule/ Outline**

Monday, 3/20 introduction to assignment and topic selections

Tuesday, 3/21 Research in the Media Center

Thursday, 3/23 Complete research, select images, and begin Adobe Spark Page in the Media Center

Thursday, 3/30 Lab 704, Complete Adobe Spark & Submit to the dropbox.

Students will prepare notecards for presentation and will present in class beginning on Tuesday, April 11th.

**Rubric for Civil Rights Inquiry NAME:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Below standard (1-3)** | **At standard (4)** | **Above standard (5)** | **pts** |
| Sources  (x4) | Three or fewer sources, fewer than two DB sources, or a lack of any primary image source used in presentation. | Three or four sources, including at least two DB sources, used to collect information as well to provide an image from a primary source search. | Four or more information sources, including at least two DB sources, , and use of a PRIMARY SOURCE DOCUMENT in addition to images. | /20 |
| Works Cited  (x3) | Inadequate care in creating, editing, or including a correct format for citation of sources used in collecting facts for research. | Reasonable attention to correct creation of source list formatting and content though list added to the end of Adobe Spark in correct MLA format. Cites a primary source image. | Precise care evident in source list formatting and content. Cites most images. Reveals strong understanding of MLA citation elements through list at end of Spark. | /15 |
| Facts from EB  (x3)  ***Notecards—turn in your printed cards or index cards after you speak*** | Notecards are not supplied or what is supplied is incomplete in terms of information to answer research questions or differentiation between source and student words and/or commentary missing. | Notecards from EB clearly indicate source and which words come directly from the source and what research question the fact answers with student commentary. | Notecards from EB indicate source and differentiate specific information from the source from thoughtful commentary about how that information answers research questions. | /15 |
| Sentences on Spark  (x3) | Fewer than ten evident, or those included show problems with accuracy, correctness, indication of type of source use and parenthetical citation. | Ten which reflect accurate and selective information about the topic with correct usage and mechanics, as well as indication of P, Q, or S use of source, and parenthetical citation. | Ten+ which reflect a high degree of correct usage and mechanics about the topic as well as especially effective communication of the source information with use of source type & parenthetical citation | /15 |
| Visual Presentation & Use of Tech Tool Adobe Spark  (X 3) | Images provided (10 or fewer) and facts highlighted seem haphazardly placed into the Adobe Spark or do little to enhance the information from research, which may result in a product with problems of clarity or logic. | Images provided (11+) and effects chosen help to display the significance of the event or person and the overall effect of the Spark is informative and pleasing in terms of presenting its message. | Images provided (11+) and effects chosen coordinate especially well to showcase the facts gleaned from research with skillfully chosen graphics and design to comprise a persuasive and clear message. | /15 |
| Oral Presentation  (x4) | Presenter mostly reads from text included on Adobe Spark, adding little insight from personal interaction with facts found from research or about justice, freedom, and social change. | Presenter uses the visuals and words on Spark to enhance what he or she has practiced saying about the research topic, including how the justice, freedom, and social change were affected. | Presenter gives a polished and insightful talk, well-coordinated with Spark images, about the research topic, revealing personal reaction to its relationship to social change, justice, and freedom. | /20 |

**Total Points Earned: \_\_\_\_\_\_\_/100**