

## American History: A lesson in Segregation

**WebQuest Description:** Segregation and the impact change has made over the years.

**Grade Level:** 6-8

**Curriculum:** Social Studies

**Keywords:** Segregation, Civil Rights, Racial Discrimination

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### Introduction

Hello Students, This week you will be taking a trip through time. You will be discussing Racism, Racial Discrimination, and Segregation. You will learn about ethnic and racial relationships as well as the treatment of minority groups in history. As a member of this quest it is up to you to get through this mission. You will explore the ground breaking events that took place in the 1960s. You will explore the terminology that was used in that time period. You will need to brush up on your acting skills because to get to the next mission you will need to role play what it was like to live in that time period, to gain an understanding. Then, you will complete a series of reading passages by author Emily Mahoney in the book, "American Civil Rights Movement". Once you have completed those previous levels, you are in for a treat, you will be on your final step towards your mission and that is watching a movie based on a man that had a dream. Get ready, because you will be diving back in time to discover how this applies to your life today. Do you see discrimination today? If so, what can you do to change it?

### Tasks

Students, By the end of this lesson, you will have gained knowledge. You will have had a front row seat to view injustice, inequality, discrimination, and racism in a time that needed change. You will know about the events that changed America forever. You know and understand the difference in language that was used then compared to now. You will have acted out scenes from this time period and will have a better understanding of what was going on in that time. You have read, passages from the book, "American Civil Rights Movement". Lastly, you will have learned about Selma and what the man who had dreams role was during the Civil Rights Movement. With all this information, you will have all the knowledge, and evidence to answer your essential question.

### Process

Students, Below you will find the break down in a day to day view as to what you will do to complete your mission that requires time travel. Day 1: Learn about civil right by doing an online research using the key word civil rights movement. Then research two historical figures; Rosa Parks and Dr, Martin Luther King Jr. Students you will then write down 2 facts that you found interesting about these two figures. Day 2: Vocabulary review and Language review Segregation, civil rights, constitution, racism, and racial discrimination Group discussion will take place about what was learned from the vocabulary. Group discussion about the southern accents, language, and what was considered social acceptance in that time. Day 3: Students will act out the event that made history, Rosa Parks on the bus as well as what lead to that and what transpired after what was done was done. Day 4: Read, "American Civil Rights Movement" by Emily Mahoney. Take notes on important facts read in the passages of the book. Day 5: Watch the movie Selma, and have a group discussion based on what was watched.

### Evaluation

Students, Your mission is now just about complete, to finalize it you have to submit a informative essay, based on all the research and evidence you have gathered, to answer your essential question. Remember below is rubric of the expectation use it to get the best ranking you can. Remember have fun and enjoy the ride.

Category and Score	Above Average	Meets Standard	Approaching Standards	Below Standard	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	25%

Category and Score	Above Average	Meets Standard	Approaching Standards	Below Standard	Score
Evidence and Examples	All the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	25%
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	25%
Closing Paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	25%
Total Score					100%

## Conclusion

Students, Thank you for serving your class, you have now come to the end of your mission. By doing so, you have gained exponential amounts of knowledge, you now know what it was like to be an African American living in the 1960s in the south. Getting to take a ride through time to witness what the Civil Rights movement was all about, learned about some of the key players that had a huge role in changing America. Making history allowing you to be on the right side of equality. Learning about what the true meaning of the constitution is and why it was important to stand for freedom and all that needed to be right in society.

## Teacher Page

Giving students the gift of knowledge, providing them with the tools needed to discover that the struggles of people in another time. To see those same people take a stand and witness how their actions have made a new impact on social norms, society, and racism today.

### Standards

Standards: PA 8.3.6.D.2- Ethnic and Racial Relations: treatment of minority groups in history. Strand: American History Concept: To pin point the impact of the civil rights movement in today society. To describe how it has changed thing today, as well as what would happen if they were witnesses of such an act and what would they do to change it.

### Credits

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### Other