

## Influential People of the Civil Rights Era

**WebQuest Description:** This webquest was designed for 5th graders. In this webQuest students will research an influential person from the Civil Rights Era and create an exhibit in their honor. The purpose is to enable the students to do research on an influential person from the Civil Rights era and present their findings to the class using a creative method (exhibit). The students become the experts and educate the other students in the class.

**Grade Level:** 3-5

**Curriculum:** Social Studies

**Keywords:** Influential People, Civil Rights, Thurgood Marshall, Rosa Parks, Martin Luther King Jr., President John F. Kennedy, Robert F. Kennedy

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### Introduction

Title: Influential People of the Civil Rights Era

Grade Level: 5th

Georgia Performance Standard(s):

SS5H8: Student will describe the importance of key people, events, and developments between 1950-1975 (specifically during the Civil Rights era)

b) explain key people of the Civil Rights era and their activities.

c) describe the impact on American society of the assassinations of President John F. Kennedy, Jr., Robert F. Kennedy, and Martin Luther King, Jr.

Essential Questions:

How did the actions of (specific person) influence others?&nbsp;

How was the Civil Rights movement influenced by people's beliefs and ideals?

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### Tasks

You have been chosen to create an exhibit in honor of one of the influential people from the Civil Rights era. You will need to conduct the research on a person selected from a provided list and choose and create an exhibit, also from a provided list.&nbsp; Once the research and exhibit have been completed, you will present the information and exhibit to the class.&nbsp; \*You will also be responsible for taking notes during group presentations and take the quiz after all presentation have been concluded.

### Process

1.&nbsp;Pick a partner. You and your partner will&nbsp;choose one of the following influential people:

Thurgood Marshall

Rosa Parks

Martin Luther King, Jr.

President John F. Kennedy

Robert F. Kennedy

2. You will need to research the person you have chosen to determine how this person affected society. Your research should include:

What action(s) is this person remembered for?

What influenced or motivated this person to do this action(s)?

Why was this action important or significant?

How did this (these) action(s) help or hurt other people?

What impact does this (these) action(s) have on people today?

What interesting fact(s) about this person did you find when conducting your research?

Please record your information on the "Influential Person of the Civil Rights Era" document (file 2) which can be found in the resource section at the bottom of this page. This should be given to your teacher at the time of the presentation.

3. Use at least two different sources for your research. A list of useful links can be found below and also under "Resources" at the bottom of this page (file 1).

President John F. Kennedy

<http://library.thinkquest.org/J0112391/jfk.htm>

[http://library.thinkquest.org/11044/data\\_jfk/civil.html](http://library.thinkquest.org/11044/data_jfk/civil.html)

<http://www.jfklibrary.org/Historical+Resources/JFK+in+History/Civil+Rights+Context+in+the+Early+1960s.htm>

Robert F. Kennedy

<http://www.cyberlearning-world.com/nhhs/project/rfk.htm>

<http://bobby-kennedy.com/>

<http://www.spartacus.schoolnet.co.uk/USAkennedyR.htm>

Thurgood Marshall

<http://www.socialstudiesforkids.com/articles/ushistory/thurgoodmarshall1.htm>

<http://www.time.com/time/magazine/article/0,9171,991253,00.html>

<http://www.thurgoodmarshall.com/home.htm>

Martin Luther King, Jr.

<http://www.lucidcafe.com/library/96jan/king.html>

<http://www.spartacus.schoolnet.co.uk/USAkingML.htm>

<http://www.suite101.com/article.cfm/biographies/113415>

Rosa Parks

<http://www.achievement.org/autodoc/page/par0bio-1>

<http://teacher.scholastic.com/rosa/sittingdown.htm>

<http://www.america.gov/st/diversity-english/2008/December/20090106142830jmnamdeirf0.6788446.html>

Miscellaneous

<http://www.infoplease.com/spot/civilrightstimeline1.html>

4. After the research is completed, the partners will choose an exhibit from the list below, create the exhibit, and present it to the class. The presentation needs to include the answers to the questions from section #2.

Statue with information page

Video Documentary

Slide Show Documentary

5. Use the "Presentation Notes" document (file 3) found at the bottom of this page to record notes. You will record notes during the group presentations and use these to help with the quiz.

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## Evaluation

You will be evaluated on four different criteria: 1) Describes the significance of the action(s) taken by the influential person, 2) Explains the impact of the important individual, 3) Presentation skills, and 4) Creativity.

Category and Score	Needs Work	Approaching Goal	Meets Goal	Exceeds Goal	Score
Describe the significance of the action(s) taken by the influential person.	The action is not described correctly or it is not of significance.	The action is described; however, the student does not show complete understanding because the description included incorrect facts.	The action is described correctly, including its' significance.	The action is described correctly, including the significance of the influential person. Student also explains why the actions were important.	
Explains the impact of the important individual.	Information is inaccurate. There is no connection between the person and his/her impact on society.	Explanation is basic, but fails to connect the full impact on the United States. Parts of the explanations may be based on false information.	Explains the importance of the individual by describing the influence of the person's actions and accomplishments on American Society.	Demonstrates a full understanding of the impact and importance of the individual. Includes how life would be different in American society without the influence of this person.	

Category and Score	Needs Work	Approaching Goal	Meets Goal	Exceeds Goal	Score
Presentation	Listener cannot understand most of the presentation.	Listener has difficulty understanding parts of the presentation.	All parts are clear and understandable.	Listener can understand all parts. Speaker uses presentation skills which add emphasis to the presentation.	
Exhibit is creative.	Exhibit lacks creativity with little attempt to be original. Ideas may be borrowed.	Attempts are made to be creative. Some attempts at creativity were variations of others ideas.	Exhibit is creative. It includes some original ideas.	Exhibity clearly shows a great deal of creativity. It expresses original ideas or ideas in an original way.	
				Total Score	

## Conclusion

The Civil Rights movement was the work of many people from many different backgrounds. It is important that we know who each of these influential people are and why they are significant to the movement and to the United States today.  You should be able to discuss each historical figure and explain why they are significant to the United States yesterday, today, and tomorrow.

## Teacher Page

I created this webquest as part of my gifted certification.  I hope students and teachers find it useful.  The purpose is to enable the students to do research on an influential person from the Civil Rights Era and present their findings to the class using a creative method.  The students become the experts and educate the other students in the class. 

### Standards

### Credits

### Other