US Civil Rights Civic Investigation Project  
Mrs. Guzman

**Purpose:** The purpose of the US Civil Rights Investigation Project is to have students investigate civil rights issues of today. Students must work in groups of 2 or alone.

All topics and groups will be approved by teacher.

You will be making a tri-fold cardboard display board. Requirements are as follows:

- **EVERYTHING MUST BE TYPED – NO HANDWRITTEN PROJECTS**
- Headers must be 20-point font
- Text must be 16-point font
- Pictures or illustrations must be in color

The board must contain the following:

**Panel #1:**

1. **WRITE THE FOLLOWING AS THE HEADER:** “Has the United States achieved its goals set forth in the Civil Rights movement?”
2. Then write “Goals of the Civil Rights Movement” and number the 5 goals underneath.
   a. Desegregation and equal access to education
   b. Equality in the workforce
   c. Equal housing rights
   d. Voting rights
   e. End public segregation
3. Introduce the group that you are researching like this: “We are researching _____ because we feel many of their rights are still being violated. (You can choose a group from Handout #1 or come up with another, pre-approved by me)
4. You can use articles, illustrations or pictures as pieces of evidence that indicate that some of the civil rights of your particular group are still being violated or that your group is still marginalized in our society. Be sure to list captions underneath each photo or illustration to explain. **Three (3) photos/illustrations minimum.**

**Panel #2:**

1. **WRITE THE FOLLOWING AS THE HEADER:** “Civic Inquiry Process - Investigation into Civil Rights of the ____________” (insert the name of the specific group that you are researching)
2. Create a flow chart with the following **headings:**
   a. “INQUIRY QUESTION”
   b. “INVESTIGATION”
   c. “CIVIL DIALOGUE”
   d. “COMMUNICATE CONCLUSIONS”

An **INQUIRY QUESTION** is the over-arching question you are asking about your group – a question which cannot be easily answered with a “yes” or “no”. It should spark a desire to investigate further. For example, “Do young people vote less than older people?” is **NOT** a good inquiry question. A
**GOOD inquiry question would be** “What are the underlying causes of low voter turnout among young people?”

An **INVESTIGATION** is how you retrieve the information to help you investigate your group. It **MUST** be documented and recorded on your Data Retrieval Sheets (Handout #3), and can be in the form of internet research, books, surveys you conduct, personal interviews (oral histories).

A **CIVIL DIALOGUE** is how we discussed the issue in class (by panel discussion, survey). This can be as simple as a picture – which I can provide. At this time, the rest of the class is required to write down at least one question they still have unanswered about the marginalized group. You will give these questions to the person (people) who are researching that group.

On the **COMMUNICATE CONCLUSIONS** part of the chart, you will refer back to your Civic Inquiry question and communicate (by bullets or a short summary paragraph) your findings about the question.

**Panel #3:**
1. **WRITE THE FOLLOWING AS THE HEADER:** “Taking Informed Action”
2. Now that you’ve identified a civil rights issue within your particular marginalized group, you must identify a specific action you will take (Handout #2).
3. **Show evidence of your actions OR plan of action** that you would take to help that group.
   - The maximum score you can get is an 89% if you DO NOT show evidence of an action you take.

**Grading Rubric: History Classes**

<table>
<thead>
<tr>
<th>Panel #1 Header</th>
<th>Goals</th>
<th>Name of the Group Researched</th>
<th>Picture(s) on Panel #1</th>
<th>Panel #2 Header</th>
<th>Flow Chart w/4 Components</th>
<th>Panel #3 Header</th>
<th>List of Suggestions</th>
<th>Evidence of Action Or Plan of Action</th>
<th>Neat and Creative</th>
<th>TOTAL</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>25</td>
<td>3</td>
<td>15</td>
<td>20 or 10</td>
<td>15</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Numbered is the suggested percentage for each item.