

CARD SORT (SET 2)

US History Content Standard 5.4.D: Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements.

ELA Content Standards in Listening and Speaking, Reading and Writing.

Students watch various news clips about student marches on gun violence, the Black Lives Matter movement, the Women’s March on Washington, etc. The teacher discusses how the organizers and participants in these events are voters and leaders of society, then asks the question: *What would you fight for?*

Important questions:

- What would you fight for?
- What are our rights and responsibilities as citizens of a democratic society?

Students complete in-depth units on social movements during the 60s and 70s (including the Civil Rights movement, the Vietnam War protests, the rise of the Women’s Liberation, and the American Indian Movement), learning about their causes and effects on society.

In English class, students read *Bury My Heart at Wounded Knee* to understand the perspective of a protester and a minority member of society.

The teacher proposes a series of ideas: create and submit newspaper or magazine articles about what you fight for and why, plan an organized walk to raise money and donate to a chosen cause, or create or procuring goods to donate or sell for donation funds.

Students propose creating a lunch booth in the cafeteria to register eligible voters and discuss the value of voter registration, or creating a student newsletter about community issues.

The class chooses two ideas via vote.

Students are given time in their English and Social Studies classes. They receive a rubric, and these deadlines:

- 2 days to research a topic and submit the answer to the question “What would you fight for?”
- 1 day to write a magazine article.
- 3 days to create a proposal to set up a cafeteria voter registration booth.

Students read magazine articles to another class and discussed why it is important to be informed about current issues, relying on more than just social media for information.

Students who submitted the best cafeteria voter registration booth proposal then submit the proposal to the principal for approval.

Students peer review magazine articles and suggest edits.

Students peer review cafeteria voter registration booth proposals and suggest edits.

Students reflect on their participation, their final products, and what they learned.