Secondary Activity Card Sort (Set 2)

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| **US History: Content Standard 5.4.D: Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women’s Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.**  **ELA Content Standards in Listening and Speaking, Reading and Writing** | Students watch various news clips about the student marches on gun violence, the Black Lives Matter movement, women’s march on Washington, etc. The teacher discusses how they are the future voters and leaders of society so *What would you Fight for?* |
| What would you fight for?  What are our rights and responsibilities as citizens of a democratic society? | Students have completed in-depth units on the social movements during the 60s and 70s which include the Civil Rights movement, the Vietnam War protests, the rise of the Women’s Liberation, and the American Indian Movement; their cause and effects on society.  In English class, students have read *Bury My Heart at Wounded Knee* to understand the perspective of a protester and a minority member of society. |
| **Teacher ideas**: create newspaper or magazine articles for submission about what you fight for and why, prepared for submission. Create an action plan to organize a walk to raise money to donate to your chosen cause. Students might create items to sell or organize a collection of goods to be donated to a local non-profit organization.  **Student ideas:** Create a lunch booth in the cafeteria and discuss the value of voter registration and registering eligible voters.. Create a student newsletter about issues in the community.  Two ideas will be chosen by class vote. | The project will occur in the student’s English and Social Studies classes with the following deadlines:  2 days to research a topic and submit the issue you would be willing to fight for.  1 day for writing the magazine article.  3 days for creating the lunch voter action plan proposal  See rubric. |
| Students read magazine articles to another class and discussed why it is important to be informed about current issues and not rely on social media for information.  Students submitted the best action plan for the voter registration booth to the principal for approval. | Students peer reviewed and suggested edits on margaine articles in English class.  Students peer reviewed and suggested edits on action plans for the voter registration booth.  Students reflected on their participation, their products, and what they learned. |