

Benchmark: SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

Low Complexity Items - A	Moderate Complexity Items - B	High Complexity Items - C
<p>A-1</p> <p><u>Key Terms:</u> Choose 10 of the following key terms. Define them and draw a picture or symbol to represent each term.</p> <p>18th Amendment, 19th Amendment, flappers, Fundamentalist Movement, Great Migration, Harlem Renaissance, Ku Klux Klan, nativism, National Association for the Advancement of Colored People (NAACP), Prohibition, quota system, Rosewood incident, Sacco and Vanzetti, Seminole Indians, Universal Negro Improvement Association, Volstead Act</p>	<p>B-1</p> <p><u>Visual Source Analysis:</u> Find a relevant image from the time period, print it out, and write a short essay addressing the following:</p> <ol style="list-style-type: none"> <i>Details found in the image</i> <i>Main idea/message of the cartoon</i> <i>Cartoonist’s point of view or opinion</i> <i>How does it add to your understanding of the benchmark/unit?</i> 	<p>C-1</p> <p><u>Create Your Own Political Cartoon:</u> Create a political cartoon illustrating your opinion or point of view on a topic related to the civil rights during the 1920s and 30s. Explain in writing what the cartoon means and how it represents your views.</p>
<p>A-2</p> <p><u>Cloze Reading:</u> Complete a cloze reading passage about changes for women during the 1920s by filling in the blanks with appropriate words.</p>	<p>B-2</p> <p><u>Written Document Analysis:</u> Read and analyze Langston Hughes’s poem “I, Too”, or another relevant document from the era. Then write a short essay addressing the following:</p> <ol style="list-style-type: none"> <i>Who wrote it, and for what audience?</i> <i>Main idea/message of the document</i> <i>What evidence in the document (provide a quote) helps you know why it was written?</i> <i>How does it add to your understanding of the benchmark/unit?</i> 	<p>C-2</p> <p><u>Comparing Primary Sources:</u> In essay form, compare and contrast the attached primary sources in terms of point of view, main idea, and argument. Support your conclusions and interpretations with evidence from the sources. Identify questions for further investigation.</p>
<p>A-3</p> <p><u>Graphic Organizer:</u> Using a Venn diagram, compare the various philosophies of African American civil rights leaders Booker T. Washington, W.E.B. DuBois, and Marcus Garvey.</p>	<p>B-3</p> <p><u>RAFT Writing Assignment:</u> <i>Role</i> – Young person living in New York City in the 1920s <i>Audience</i> – Cousin who lives in a rural area <i>Format</i> – Letter <i>Topic</i> – Describe to your cousin aspects of popular culture (Prohibition, women’s new roles, recent literature, music, movies, etc.)</p>	<p>C-3</p> <p><u>Research & Debate:</u> Working with a partner, research and prepare arguments to debate the following essential question: Did the role of women in American life significantly change during the 1920s?</p>