

## Unit 5 Civil Rights Performance Task

Content Area: US History

Grade-Level:11th

Component	Description
<b>Approximate time required:</b>	<b>1–2 class periods (90–120 minutes total)</b> <ul style="list-style-type: none"><li>• Day 1: Research and planning</li><li>• Day 2: Presentation or performance</li></ul>
<b>Standards to be Assessed:</b>	USH.9G describe presidential actions and congressional votes to address minority rights in the United States, including the desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965  Students will <b>describe presidential actions and congressional votes to address minority rights in the United States</b> , including: <ul style="list-style-type: none"><li>• <b>Desegregation of the Armed Forces (1948)</b></li><li>• <b>Civil Rights Act of 1964</b></li><li>• <b>Voting Rights Act of 1965</b></li><li>•</li></ul>
<b>Problem Situation or Project Description:</b>	<b>Scenario:</b> You are a historical advisor preparing a multimedia briefing for a museum exhibit titled <i>“Turning Points in Civil Rights.”</i> Your task is to explain how presidential actions and congressional legislation advanced minority rights in the mid-20th century.  Students will work in small groups to create a <b>performance or presentation</b> that demonstrates the significance of these actions and their impact on American society.
<b>Materials needed:</b>	<ul style="list-style-type: none"><li>• Internet access or textbooks for research</li><li>• Chart paper or digital presentation tools (PowerPoint, Canva, Google Slides)</li><li>• Props for role-play (optional)</li><li>• Rubric for assessment</li></ul>
<b>Teacher notes:</b>	<ul style="list-style-type: none"><li>• Emphasize <b>cause and effect</b>: Why were these actions necessary? What changed afterward?</li><li>• Encourage students to use <b>primary sources</b> (photos, speeches, legislative excerpts).</li><li>• Provide examples of acceptable formats (skit, news broadcast, infographic, timeline presentation).</li><li>• Scaffold research by assigning each group one major event first, then integrate all three.</li></ul>
<b>Directions for students:</b>	<ul style="list-style-type: none"><li>• <b>Form groups of 3–4.</b></li><li>• <b>Research</b> the following:<ul style="list-style-type: none"><li>○ President Truman’s Executive Order 9981 (1948) – desegregation of armed forces</li><li>○ Civil Rights Act of 1964 – key provisions and congressional vote</li><li>○ Voting Rights Act of 1965 – purpose and impact</li></ul></li><li>• <b>Create a performance or product</b> that answers:<ul style="list-style-type: none"><li>○ What action was taken?</li><li>○ Who supported or opposed it?</li><li>○ How did it change minority rights?</li></ul></li><li>• <b>Choose a format:</b></li></ul>

	<ul style="list-style-type: none"> <li>○ Skit reenacting a press conference or congressional debate</li> <li>○ News broadcast explaining the events</li> <li>○ Multimedia timeline with narration</li> <li>● <b>Present to the class</b> (3–5 minutes per group).</li> </ul>
<b>Acceptable Products or Performances:</b>	<ul style="list-style-type: none"> <li>● Live or recorded skit</li> <li>● Digital presentation with visuals and narration</li> <li>● News-style video report</li> <li>● Interactive timeline or infographic explained orally</li> </ul>
<b>Evidence of Learning:</b>	<ul style="list-style-type: none"> <li>● Accurate description of presidential actions and congressional votes</li> <li>● Clear explanation of historical significance and impact on minority rights</li> <li>● Use of supporting details (dates, names, legislation titles)</li> <li>● Creativity and engagement in presentation</li> <li>● Rubric-based assessment (Content Accuracy, Historical Analysis, Presentation Quality, Collaboration)</li> </ul>

**Sample Rubric:**

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Content Accuracy</b>	All three events (Truman’s EO 9981, Civil Rights Act 1964, Voting Rights Act 1965) are explained accurately with key details (dates, leaders, impact).	Covers all three events with minor inaccuracies or missing details.	Covers two events or has significant inaccuracies.	Covers one event or information is mostly inaccurate.
<b>Historical Analysis</b>	Clearly explains cause, effect, and significance of each action; connects to minority rights progress.	Explains significance but lacks depth or connections between events.	Mentions significance vaguely; limited analysis of impact.	No explanation of significance; only lists facts.
<b>Presentation Quality</b>	Engaging, well-organized, creative format (skit, news report, timeline); visuals and/or props enhance understanding.	Organized and clear; some creativity; visuals used but limited impact.	Some organization; lacks creativity; visuals minimal or unclear.	Disorganized; lacks visuals; difficult to follow.
<b>Collaboration</b>	All group members actively participate and contribute equally.	Most members participate; some imbalance in contribution.	Few members participate; uneven workload distribution.	One or two members do most of the work; little collaboration evident.
<b>Use of Sources</b>	Uses multiple reliable sources; includes primary sources or quotes where possible.	Uses reliable sources; limited use of primary sources.	Uses few sources; mostly secondary; lacks citations.	No sources cited or unreliable sources used.