

P R O J E C T D E S I G N : O V E R V I E W

Name of Project: Apartheid in South Africa & Civil Rights in the U.S: Can We Stop Racism?	Duration: 7 weeks
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Subject/Course: 7 th grade Social Studies (Eastern Hemisphere)	Teacher(s): Haak	Grade Level: 7 th
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Other subject areas to be included, if any:

Significant Content (CCSS and/or others)	CCSS.ELA-Literacy.RH 6-8.1 CCSS.ELA-Literacy.RH 6-8.2 CCSS.ELA-Literacy.RH 6-8.4 CCSS.ELA-Literacy.RH 6-8.7 MI GLCE: 7-G-4.4.1 7-G-2.2.1 7-G-4.1.1
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21st Century Competencies (to be taught and assessed)	Collaboration		Creativity and Innovation	
	Communication		Other:	
	Critical Thinking			

Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	Students will use a variety of sources (book study on “Journey to Jo’burg,” historical photos, propaganda, charts & graphs, etc.) to create a presentation and essay around the subject of apartheid in South Africa and the Civil Rights Movement in the United States. Students will choose whether to present their findings to a public audience of either civil rights representatives or the local newspaper.
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Driving Question	How can we use history to help better prevent racism in the future?
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Entry Event	Entry Event: Discussion of students’ experience with racism. 1.) Describe a time that you witnessed racism (or injustice). 2.) What did you do to stop it? (or reflect on what you could have done)
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Products	Individual: Reading journal, 5-paragraph essay	Specific content and competencies to be assessed:
	Team: Evidence observations, Expert evaluations	Specific content and competencies to be assessed:

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Public Audience (Experts, audiences, or product users students will engage with during/at end of project)	<ul style="list-style-type: none"> --Submit a blog entry to an appropriate website (local newspaper editorial page, diversity website, etc.) to be added as a guest submitter / editorial. --Skype presentation with experts from: <ul style="list-style-type: none"> --Nelson Mandela Center --Muhammad Ali Center --Southern Poverty Law Center
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Resources Needed	On-site people, facilities:
	Equipment: laptop, projector, camera
	Materials: Skype setup on the laptop, movie: “Up From the Bottoms: Search for the American Dream”
	Community Resources: County Museum? Local civil rights leaders?

Reflection Methods (Individual, Team, and/or	Journal/Learning Log		Focus Group	

Whole Class)	Whole-Class Discussion		Fishbowl Discussion	
	Survey		Other:	

Notes:

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: *Apartheid in South Africa and Civil Rights in the U.S: Can We Stop Racism?*

Driving Question: *How can the history of institutionalized racism help us to better prevent racism in the future?*

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets content & 21st century competencies needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
READING JOURNAL <i>(individual, with small group/class reflection)</i> (Book: “Journey to Jo’Burg”)	I can identify what apartheid is and think critically about how it impacted peoples’ daily lives in South Africa during that era!	1.) Chapter summary @ end of each ch. 2.) Small group discussion 3.) Whole class reflection Voices & Choices! Students may choose to do the journals in written form, or they may choose to draw a picture(s) to demonstrate their understanding.	Copy of “Journey to Jo’Burg” (read as a class, with pauses for reflection)

	I can use various forms of evidence to effectively communicate the impact and legacy of apartheid in South Africa!	Small group Google Doc for collaborative reflection	Examination of Evidence Groups: --Collection A (impact on daily life) --Collection B (impact of violence) --Collection C (political issues) --Collection D (legacy of apartheid on economics) --Collection E (Civil Rights Era comparisons)
EVIDENCE OBSERVATIONS (group, with class reflection)	I can compare and contrast the evidence from S. Africa to the Jim Crow and Civil Rights era in the U.S!	Voices & Choices! Students may choose to: --work individually and bring discussion points to the group to discuss --the group may discuss together "on the fly" to reflect on the evidence. --research options to add evidence of their own to the Collections!	Teacher template in Google Doc (w/paper copies available)
ESSAY (individual, with small group/class reflection)	I can utilize the evidence observations to create a 5-paragraph essay and presentation project!	1.) Thesis development 2.) Outline 3.) Rough draft 4.) Peer-review 5.) Revision (w/further peer review) 6.) Final draft Voices & Choices! Essay: --visual component Presentation options: --Blog entry --Presentation of thoughts (not reading essay... presenting knowledge of topic in an organized fashion) --in class --Youtube / submitted video	Teacher templates provided for: --thesis (chicken foot) --outline --peer editing guide
EXPERT EVALUATIONS! (group)	I can work collaboratively with a small group to develop an overview of the issue of racism (using evidence from South Africa and the U.S.) so that we can present our findings to an expert / panel.	Project options are fairly unlimited, so long as it is appropriately presented to an expert. Voices & Choices! --Choice of expert (format may change dependent on the expert!)	Teacher needs to set up: --Skype connection / equipment --Communication with experts to provide a forum for student presentations.

		<p>Possibilities:</p> <ul style="list-style-type: none"> --Submit a blog entry to an appropriate website (local newspaper editorial page, diversity website, etc.) to be added as a guest submitter / editorial. --Skype presentation with experts from: <ul style="list-style-type: none"> --Nelson Mandela Center --Muhammad Ali Center --Southern Poverty Law Center 	