G5.U4 Summative Assessment
Slavery, the Legacy of the Civil War, & the Struggle for Civil Rights for All
Teacher Guidance

This assessment is developed to be completed over five 30-minute periods.

In addition to asking students to display mastery of the content standards for Lessons 1-20, the assessment will examine students' abilities to

- ➢ Organize information and data from multiple primary and secondary sources to describe and analyze issues and events surrounding the US Civil War and its aftermath.

- ➢ Research and analyze the work of 20th-century civil rights activists to communicate the steps and actions they took to advance the struggle for civil rights for all.

This assessment will be completed using a curated resource packet. It is designed to be an open-notebook assessment, meaning students can and should consult their handouts from earlier lessons as needed. Access to handouts will probably be most relevant on Day 3 of the assessment, where students make connections between their activist and the activists and events from the 19th century struggle for civil rights.

Before the beginning of the assessment:

- ❖ Assign or have students choose a 20th-century activist to research for the assessment.
- ❖ Make copies of activist research packets for students.
- ❖ Make copies of the response and exemplar packets for students.
  Student Response and Exemplar Packet (AA Activist Version)
  Student Response and Exemplar Packet (Activist for the Civil Rights of Others)

Note: There are two different response packets. One is for students researching the work of an activist for African American civil rights; the other is for activists for the civil rights of other groups, such as women and Asian Americans.

Note: Links for the video resource about each activist can be shared with students using this document: Summative Assessment Video Links for Research or this slide deck Video Resources for Activist Research. The activists are listed in alphabetical order.

- ❖ Secure laptops for tablets for students to view their video clips (Days 1 and 2).
- ❖ Secure laptops for students to make their presentation slides (Days 4 and 5).
- ❖ Gather materials for poster-making if you choose to make hard copies for presentations instead of slides (Days 4 and 5).

DAYS 1 and 2 - Lessons 21 & 22

Days 1 and 2 of the summative assessment for Unit 4 will assess students' abilities to research a 20th-century civil rights activist. Students will read, annotate, and view print and video sources to identify relevant information about their activist. Students will need two 30-minute periods to complete this part of the assessment.

Note: Curated resource sets are provided for 14 civil rights activists. Depending upon the number of students in your class, you will need to assign the same activist to multiple students or curate more resources to ensure a broader scope of civil rights activists accessed by students during this assessment.

Thurgood Marshall	Julian Bond	Ella Baker	Fred Korematsu	Clyde Bellecourt
Shirley Chisholm	Ruby Bridges	John Lewis	Gloria Steinem	Dolores Huerta
Jackie Robinson	Bayard Rustin	Judith Heumann	Harvey Milk	

Supporting Multilingual Learners

Levels 1-3: If students at this level struggle to read the sources independently, provide the option for students to conduct research in their native language on Google or "Simple English" Wikipedia, or pre-select a few paragraphs from the curated resources to reduce the reading load. Students may prefer to have a blank paper version of the One-Pager document to take notes (single words, short phrases) as they read. Model how to take notes in the graphic organizer.

Levels 4-5: Encourage students to focus on one source, rereading to gather the relevant information.

Materials
Activist Packet (See table above)
Student Response and Exemplar Packet (Activist for African American Civil Rights)
Student Response and Exemplar Packet (Activist for the Civil Rights of Others)
Summative Assessment Video Links for Research
L21-L22 Slidedeck (optional)

ACTIVITY

On Day 1, use the exemplars to model for students how to annotate and take notes on the resources. Make the exemplars available for students to view as they work.

Distribute student packets so that each student has a set of resources for their assigned or chosen activist. Direct students to work independently to read, annotate, and take notes on their sources. As students work, circulate to answer questions and provide guidance as necessary.

On Day 2, use the exemplar graphic organizer to model responses to the two questions students will answer about their activist using their annotations. Then allow students to spend the rest of the period completing their research and graphic organizers. As students work, circulate to answer questions and provide guidance as necessary.

DAY 3 - Lesson 23

On Day 3 of the Summative Assessment, students compare and contrast the work of their activist to the work of an activist they encountered in Clusters 1-3. Next, they use issues and terms from Clusters 3-4 to explain why it was necessary and possible for their activist to work to secure and protect civil rights.

Supporting Multilingual Learners

Levels 1-3: Students select one historical connection. Rather than following the guiding questions, simply have the students fill in this sentence frame: "My activist and _____ (historical connection) are connected because _____." Feel free to additionally modify the graphic organizer document as appropriate for your students.

Levels 4-5: Model for students how to complete the graphic organizer using example sentences and phrases to help them with their writing.

ACTIVITY

Distribute graphic organizers to students and review the instructions, noting they have choices in each question. You can also share an exemplar for this portion of the assessment if you would like. Allow them to work independently, using their notes for reference, for the rest of the period.

Note: Question 2 on Day 3 asks students to explain why the work of their activist was necessary. The question varies slightly depending on the activist that the student researched. If students researched an African American activist, question 2 on Day 3 asks them to explain how an aspect of the Jim Crow era made their civil rights work necessary. If students researched an activist who advocated for the rights of farm workers, women, the disabled, Indigenous peoples, LGBTQ or Asian Americans, question 2 on Day 3 asks them to use a vocabulary word from the unit to explain why the work of their activist was necessary.

DAYS 4-5 - Lessons 24 & 25

On Days 4 and 5 of the Summative Assessment, students use the research they conducted on Days 1 and 2 to create 2 slides or a poster board to present about how and why their activist worked to secure and protect civil rights. If students are creating slides:

- ➢ The first slide will explain why the activist took action to secure and protect civil rights.
- ➢ The second slide will describe how the activist took action to secure and protect civil rights.

The poster board should include the information above as well. Exemplars of the slides are included in the Student Response and Exemplar Packets.

RUBRIC / CRITERIA

Annotations and Question Responses		
Criteria	**Description of Criteria**	**Feedback**
Annotations	Resources are annotated accurately to indicate evidence that shows how and why the activist took action to secure civil rights.	
Responses	Accurately explains how and why the activist took action to secure civil rights using evidence gathered from sources	

Making Connections		
Criteria	**Description of Criteria**	**Feedback**
Compare, and Contrast	Makes an accurate and relevant comparison and contrast between a 19th-century activist and the 20th-century activist researched on Days 1 and 2	
Connections	Accurately describes a relevant connection between the researched 20th century activist and an element of the African American civil rights struggle using a specific example from the table. Explains why the work of the activist was necessary. **OR** Accurately describes a relevant connection between the researched 20th century activist and an element of the African American civil rights struggle	

	using a vocabulary word from the table in order to explain why the work of the activist was necessary.	

Making Connections - continued		
Criteria	**Description of Criteria**	
	Accurately explains how an event, person, organization, or amendment chosen from a table of options made the work of the 20th century civil rights activist possible	

Slides or Poster Board		
Criteria	**Description of Criteria**	
Why	Accurately explains why the activists took action to secure and protect civil rights using specific evidence gathered from research and annotations on Days 1 and 2	
How	Accurately explains how the activists took action to secure and protect civil rights using specific evidence gathered from research and annotations on Days 1 and 2	