

Inquiry Design Blueprint

*GRADE LEVEL: 9-12

*SUBJECT AREA: LIBRARY (WHOLE GROUP WITH FLEXIBILITY FOR SMALL GROUP)

*LESSON TITLE: Expression of Feelings From Photos to Depict How Medgar Evers Was a Unifying Leader

*OBJECTIVES:

The students will do the following:

1. Describe the context surrounding each historical photo.
2. Communicate their ideas and feelings regarding specific photos.
3. Discuss the contributions that Medgar Evers made to the early Civil Rights Movement by viewing photos of the events.

Compelling Question:

Why is it really necessary to remember the life, legacy, and history of Medgar Evers?

Standards:

DIG.CO.1.1 Use appropriate language when communicating with others while participating in and advocating safe and ethical communication.
DIG.CO.1.2 Collaborate with others to exchange ideas, make decisions, and solve problems which will broaden and deepen understanding.
DIG.CO.1.3 Collaborate as members of a social and intellectual community while practicing accuracy and considering bias when sharing information.
DIG.CO.1.4 Reflect on personal ability to participate in a collaborative work setting (e.g. showing respect for varying viewpoints, contributing to discussion, and solving problems).
RED.LA.2.6 Read to understand history, current events, cultural relevancy and personal decisions within the global community.
RES.ID.1.4 Find, evaluate, and select appropriate sources to answer questions.

Staging the Question:

What would Medgar Evers say about the racial relations of today if he were still alive?

Supporting Question 1:	Supporting Question 2:	Supporting Question 3:
<i>What is the importance of viewing historical photos in regards to Medgar Evers and the early Civil Rights Movement?</i>	<i>What goals and beliefs of Medgar Evers were continued after his death?</i>	<i>How can we continue the efforts of Medgar Evers?</i>
Formative Performance Task 1:	Formative Performance Task 2:	Formative Performance Task 3
SEGMENT 36:09 – 39:23 Based on visual evidence, determine who the people were and location of those people in the segment.	SEGMENT 39:24 – 39:59 Interpret facial expressions and body language then demonstrate how the people felt in the segment.	SEGMENT 40:00 – 41:17 Choose one of the photos and explain why it stood out from the other photos in the segment.
Featured Sources:	Featured Sources:	Featured Sources:
<i>Documentary – Everlasting: Life and Legacy of Medgar Evers</i> SELECTED DOUCMENTARY CLIP WITH TIMESTAMP: 36:09 – 41:17 -PLAY THE TRANSCRIPT WITH IT-	<i>Documentary – Everlasting: Life and Legacy of Medgar Evers</i> SELECTED DOUCMENTARY CLIP WITH TIMESTAMP: 36:09 – 41:17 -PLAY THE TRANSCRIPT WITH IT-	<i>Documentary – Everlasting: Life and Legacy of Medgar Evers</i> SELECTED DOUCMENTARY CLIP WITH TIMESTAMP: 36:09 – 41:17 -PLAY THE TRANSCRIPT WITH IT-
Summative Performance Task:	Argument: Construct a written response that addresses the compelling question: “ <i>Why is it really necessary to remember the life, legacy, and history of Medgar Evers?</i> ”	
Taking Informed Action:	<i>Understand: Research books (from the shelf or digital platforms) based on Medgar Evers’ community work that will challenge your civic responsibility.</i> <i>Assess: Connect to the website of NAACP to reflect on Medgar Ever’s life.</i> <i>Act 1: Design a memorial or monument to honor Medgar Evers. OR</i> <i>Act 2: Create a storyboard related to the accomplishments of Medgar Evers (individual or group).</i>	