

11th Grade Civil Rights Inquiry

What Made Nonviolent Protest Effective during the Civil Rights Movement?

Supporting Question 2

Supporting Question	What made the Montgomery bus boycott, Birmingham campaign, and Selma to Montgomery marches effective?		
Social Studies Practices	<ul style="list-style-type: none"> ● Gathering, Using, and Interpreting Evidence ● Chronological Reasoning and Causation 		
Inquiry Process and Skills			
Connect	Acquire background knowledge		
	Use sources to acquire background information and brainstorm ideas for further inquiry. [ESIFC 5.1]	Identify, describe, and evaluate evidence about events from diverse sources. [SS Practices A.2]	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. [Lit for Hist RH.11.1]
Wonder	Develop questions		
	Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis. [ESIFC 11.1][ESIFC 11.1/2]	Make inferences and draw conclusions from evidence. [SS Practices A.5]	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. [Lit for Hist RH.11.2]
Investigate	Analyze and summarize evidence to answer the research questions		
	Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability. [ESIFC 11.2]	Identify, analyze, and evaluate the relationship between multiple causes and effects. [SS Practices B.3]	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. [Lit for Hist RH.11.3]
Construct	Interpret information		
	Presents different perspectives with evidence for each. [ESIFC 11.4] [11.4/2] [11.4/3]	Relate patterns of continuity and change to larger historical processes and themes. [SS Practices B.7]	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. [Lit for Hist RH.11.8]
Express	Present answers and conclusions		
	Chooses the most appropriate format, tone and language to communicate ideas clearly in real world formats to different audiences. [ESIFC 11.5]	Formative Performance Task: Detail the impacts of a range of actors and the actions they took to make the efforts effective.	Write arguments focused on discipline-specific content. [Lit for Hist WHST.11.1]
Reflect	Reflect on own learning		
	Identify own strengths and set goals for improvement. [ESIFC 9.5] [ESIFC 9.5/2]		