

## DR. MARTIN LUTHER KING, JR. AND ME

**GRADE LEVEL:** 8

**TOPIC:** The Legal Status of Blacks in Georgia When Students Were Born: Contrasting Dr. King's Birth-Year with Theirs

**CONTENT AREA:** Social Studies  
Language Arts



### LEARNING OBJECTIVES/QCC:

The students will:

- **Social Studies:** Segregation- Examine the variety of legal and illegal strategies in Georgia to enforce political, social and economic segregation of the races emphasizing
  - Jim Crow laws;
  - Ku Klux Klan;
  - Grandfather clause/white primaries; and
  - the literacy test.
- **Social Studies:** Economics-Describe events and conditions that affected Georgia's economy during the early 20<sup>th</sup> century emphasizing
  - boll weevil;
  - sharecroppers;
  - Great Depression; and
  - New Deal.
- **Social Studies:** Demographic, Cultural, Political, Economic, and Social Change-Examine and analyze the political, economic, social, demographic and cultural changes in Georgia

since WWII and Georgia's economy during the early 20<sup>th</sup> century emphasizing

- the rise of a two-party system;
- transition from agricultural to industrial economy; and
- business investment.

### **CRITICAL QUESTIONS:**

1. What was the legal status of Blacks in Georgia during 1929 when Dr. King was born?
2. How were conditions different or similar in the year that you (the student) were born?
3. Who was Jim Crow? How did Jim Crow laws impact Black children in Georgia?
4. How did Jim Crow affect Dr. King? What impact do you think living under Jim Crow may have had on Dr. King's life?
5. What events or artifacts from his life can you offer to support your perceptions?
6. What is the legacy of Jim Crow, the images and the statutes, on our culture?

### **BACKGROUND:**

Provide students with general knowledge of the history of Africans in America, slavery in America, the Great Migration, the Harlem Renaissance, and the Civil Rights Movement. The video series "Africans in America" provides excellent background on these topics. The meaning of the terms *stereotypes*, *propaganda*, and *segregation* must be explored.

## **MATERIALS/RESOURCES:**

### **Print:**

Bogle, D. Toms, Coons, Mulattoes, Mammies, & Bucks: An Interpretative History of Blacks in America Films. New York: The Continuum Publishing Company.

Chafe, W. et. al. Remembering Jim Crow: African Americans Tell About Life in the Segregated South.

Farris, C. (2003). My Brother Martin: A Sister Remembers Growing Up With the Rev. Dr. Martin Luther King, Jr. Illus. Chris Soentpiet. New York: Simon & Schuster.

Johnson, C. & Adelman, B. (2000). King: The Photobiography of Martin Luther King, Jr. New York: Viking Studio.

Rappaport, D. (2001). Martin's Big Words: The Life of Dr. Martin Luther. Illus. Bryan Collier. New York: Scholastic, Inc.

Taylor, M. (1976). Roll of Thunder, Hear My Cry. New York: Dial Books.

### **Online:**

African-Americans and Civil Rights  
<http://www.assembly.cornell.edu/ea/pawprint/22097/2.html>

African-American Myths and Stereotypes  
in the Media  
[http://saxakali.com/color\\_asp/africanmyths.htm](http://saxakali.com/color_asp/africanmyths.htm)  
<http://www.philsch.k12.pa.us/ll/curriculumsupport/aastudies/afr-lsns-merr-afr.html>

Clash of Cultures in the 1910s and 1920s  
<http://www.history.ohio-state.edu/projects/clash/introduction/Intro.htm>

Effects of Stereotypical Television Portrayals of African Americans on Person Perception  
<http://condor.depaul.edu/~mwilson/extra/humor/steoaatv.html>

Field to Factory: African-American Migration  
<http://otal.umd.edu/~vg/msf95/ms20/intro2.html>

How Do Americans View One Another?  
<http://www.diversityweb.org/Digest/W98/research2.html>

Jim Crow Museum of Racist Memorabilia  
<http://www.ferris.edu/news/jimcrow/index.htm>

Persuasive Essay on Racism  
<http://www.fernup.dorset.sch.uk/English/year9/pe1racism.htm>

Racial Stereotypes and Images in Mass Media  
[http://www.usc.edu/isd/archives/ethnicstudies/media\\_stereotypes.html](http://www.usc.edu/isd/archives/ethnicstudies/media_stereotypes.html)

Seattle Times: Martin Luther King, Jr.  
<http://www.seattletimes.com/mlk/index.html>

SPE Poster Spreads Harmful Stereotypes About African-Americans  
<http://www-tech.mit.edu/V109/N48/sykes.48o.html>

Stereotypes and Prejudice  
<http://remember.org/guide/History.root.stereotypes.html>

The Authentic History Center - African-American Stereotypes: Images  
<http://www.authentichistory.com/1920s.html>

Understanding Stereotypes  
<http://school.discovery.com/lessonplans/programs/stereotypes/>

Urban Youth Public Education for the African-American Community  
<http://www.drugs.indiana.edu/publications/ncadi/tab/MS702.html>

### **Equipment:**

LCD projector  
Computer(s)



**Note to Teacher:** *This unit is a web quest. Students must have access to computers.*

### **HOOK:**

1. The teacher will design a “dunce cap” and explain that some teachers during the turn of the 20<sup>th</sup> century would put this cap on a child and seat him/her in front of the class when he/she did not know times tables or whatever was being taught. How would you feel if I put this cap on one of you? Allow students to respond. Jot their thoughts down on chart paper.
2. Can you imagine what it would be like to live in a society where you were persistently ridiculed, harassed, misrepresented and persecuted? What would it be like to have signs and laws that did not acknowledge your humanity? It would be difficult for anyone to endure, but imagine it happening to a child. Imagine if it happened to you.
3. In small groups create a scenario explaining the plight of a child or one of your group members in a society where you were treated unjustly. Each group will read their scenario to the whole class to select the most horrific injustices.

## **PROCEDURES**

### **Lesson 1: *Images of Self: Analysis of a Photo***

1. The teacher will introduce the lesson with a writing prompt: *Have you ever taken a picture that you were not proud of or that you didn't think represented you well? Explain how it made you feel.*
2. Teacher will facilitate students' sharing of responses.
3. Mini-lesson. After sharing the "Hook," the teacher will gauge students' prior knowledge and understanding of the status of Blacks in 1929 and in their birth-year. Students will receive **Handout 1**. Looking at Dr. King's picture as a boy, what assumptions might you make? When you don't really know someone, what significance can pictures or images assume? The teacher will help students begin to construct an understanding of the role of images in our society. Images, icons, visual constructs can impact people's beliefs, attitudes, habits, and lifestyles.
4. Students will share their responses in small groups before sharing with the whole class.

### **CENTERS/EXTENSION IDEAS:**

1. Students will locate a photo of themselves when they were six years old (or close to six).
2. Students will affix a copy of the picture to the handout or scan it in if working with a computer.
3. Students will write a paragraph or a poem about a memory(ies) associated with the picture.

The completed handout and the written responses will be posted in a designated area of the classroom. This display will create a museum activity.

## **The Museum**

Once students have displayed their work around the classroom, select 4 or 5 students randomly to stand beside their work and tell their memory associated with the picture to classmates as they come to their museum piece. Continue this process until all students have shared their work.



**Note to Teacher:** *By considering their own personal experiences with images of themselves, students will be able to construct a greater understanding of the impact of positive and negative images and the affect that they have on ones perception of self and others.*

### **PROCEDURES:**

#### **Lesson 2: Controlling Images: Stereotypes in Our Society**

1. The teacher will present an image of Jim Crow without any introduction. The prompt is as follows: What adjectives come into your mind as you look at the picture? Who might this character be? Who might he represent? (**Handout 2**)
2. Students will discuss their responses to the picture.
3. The teacher will facilitate with follow-up questions that may not have been addressed. Example: How would you respond to someone who looked like this if you encountered him or her? How might others respond? Can you imagine this character, this image representing an entire group of people? What assumptions might you make about the people it is supposed to represent? Who might they be?
4. Mini-lesson: Jim Crow and Stereotypes. The teacher will give students a brief overview of what Jim Crow represents and how stereotypes function in our society.



**Note to Teacher:** *Students should be aware that, although stereotypes fulfill people’s need to quickly “order” information about others, they often prevent people from taking the time to distinguish perceptions or misconceptions from reality.*

## **CENTERS/EXTENSION IDEAS:**

Students will choose one of the three situations below to share in a class discussion.

1. What characteristics are generally attributed to stepmother’s in fairy tales and fables? Are these stereotypes always true? In three to five paragraphs discuss an infamous literary stepmother and the realities or distortions that may be represented by that character.
2. Advertisements are often based on the assumptions that marketers make about consumers. List three products that stereotype consumers in their television ads and discuss how the generalizations are presented.
3. What negative stereotypes about women may be imbedded in television shows such as “Sabrina the Teenage Witch,” “Clueless,” and “Charmed?”

What attributes or characteristics are associated with people who listen to hip-hop? To jazz? To classical music? To country music? Are they negative or positive?

1. Divide students into the 4 musical groups. Have them role-play the characteristics of the group to which they are assigned. Each group must explain the images.



**Note to Teacher:** *By considering images in popular culture, students will construct a deeper understanding of the role of images in society and transfer that knowledge in subsequent lessons in the unit.*



## **PROCEDURES:**

### **Lesson 3: *The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King's Birth-Year and Mine***

1. The teacher will explain the concept of a web quest to the students. This is best done in the school computer lab so that students may navigate the web quest.
2. The teacher will review each aspect of the web quest and discuss a timeline for completion of the task with students. Each student will be assigned a presentation date and informed of the amount of time that will be allotted for the presentation in class. Emphasis should be placed on the evaluation rubrics.



***Note to Teacher: The teacher should allow at least 3 weeks of preparation for this culminating activity.***

## **CENTERS/EXTENSIONS IDEAS:**

Students will complete the web quest and present their work in class on assigned dates.



***Note to Teacher: The end result of this web quest will be a greater understanding of the influences that images on society have had on the past, how they may have influenced Dr. King, and the effect they may have today.***

## **PROCEDURES:**

### **Lesson 4: *A Field Trip***

1. The teacher will schedule a visit to the Martin Luther King, Jr. National Historic Site shortly after the students are introduced to the web quest.
2. Students will examine the Jim Crow South, oppression of Blacks, and social change. The information gathered should be incorporated into the final product for the web quest.

3. While students are viewing the statues of the bus boycott, they will focus on a specific person to construct a fictionalized account of what led him or her to march. The teacher will set a due date for this task and use a generic rubric for creative writing.

### **CENTERS/EXTENSION IDEAS:**

1. Divide students into composing groups.
2. Students will write a poem, create a sketch, or compose a song that is inspired by the visit to the Historic Site. Students will display their work on a bulletin board and/or classroom door.

### **SYNTHESIS:**



***Note to Teacher: Visiting the M. L. King, Jr. National Historic Site will help students construct a clearer understanding of the systematic oppression on Blacks that characterized the South. Viewing actual footage of historical events and participating in the activities, will add to the richness of this lesson. The knowledge gained should be incorporated into the students' final projects.***

### **PROCEDURES:**

#### **Lesson 5: Class Presentations**

1. Students will present their research and Power Points in class.
2. Students will participate in peer assessment by using the same rubric presented in the web quest.



***Note to Teacher: The teacher will use the same rubric.***

3. Students and teachers will submit their evaluations of the web quest online.





The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King's Birth-year and Mine

## The Images of Justice and Jim Crow

---

The scales of justice were difficult to find in 1929 when Michael (Martin) Luther King was born. The legacy of slavery was cruel and oppressive. Still determined to control and dominate Blacks, White supremacists ushered in a new reign of terror through Black Codes and Jim Crow Laws. These sanctions were honored by the legal system, executed by fear, and enforced by lynching. Distorted and dehumanizing images of Blacks were pervasive in the South. They were much easier to see than the signs of justice. What impact do you think these contorted images and laws had on Black children, on White children? What impact do you think they may have had on young Martin? What impact will they have on you?





## The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King's Birth-year and Mine

### The Task:

**In this web quest you are to research the impact of racist images and laws institutionalized to oppress and segregate Blacks after emancipation. You are to divide into groups to research this topic. The end result of this web quest will be a greater understanding of the influences these things have had on the past, how they may have influenced Dr. King, and the affect they may have today.**



What is the controlling message in this photo?

Halifax, North Carolina, April 1938. *Library of Congress, Washington, DC*

Photograph #22533



The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King's Birth-year and Mine

## Online Resources:

African-Americans and Civil Rights

<http://www.assembly.cornell.edu/ea/pawprint/22097/2.html>

African-American Myths and Stereotypes in the Media

[http://saxakali.com/color\\_asp/africanmyths.htm](http://saxakali.com/color_asp/africanmyths.htm)

<http://www.philsch.k12.pa.us/ll/curriculumsupport/aastudies/afr-lsns-merr-afr.html>

Clash of Cultures in the 1910s and 1920s

<http://www.history.ohio-state.edu/projects/clash/Introduction/Intro.htm>

Effects of Stereotypical Television Portrayals of African Americans on Person Perception

<http://condor.depaul.edu/~mwilson/extra/humor/steoaatv.html>

Field to Factory: African-American Migration

<http://otal.umd.edu/~vg/msf95/ms20/intro2.html>

How Do Americans View One Another

<http://www.diversityweb.org/Digest/W98/research2.html>

Jim Crow Museum of Racist Memorabilia

<http://www.ferris.edu/news/jimcrow/index.htm>

Persuasive Essay on Racism

<http://www.fernup.dorset.sch.uk/English/year9/pe1racism.htm>

Racial Stereotypes and Images in Mass Media

[http://www.usc.edu/isd/archives/ethnicstudies/media\\_stereotypes.html](http://www.usc.edu/isd/archives/ethnicstudies/media_stereotypes.html)

Seattle Times: Martin Luther King, Jr.  
<http://www.seattletimes.com/mlk/index.html>

SPE Poster Spreads Harmful Stereotypes About African-Americans  
<http://www-tech.mit.edu/V109/N48/sykes.48o.html>

Stereotypes and Prejudice  
<http://remember.org/guide/History.root.stereotypes.html>

The Authentic History Center - African-American Stereotypes: Images  
<http://www.authentichistory.com/1920s.html>

Understanding Stereotypes  
<http://school.discovery.com/lessonplans/programs/stereotypes/>

Urban Youth Public Education for the African-American Community  
<http://www.drugs.indiana.edu/publications/ncadi/tab/MS702.html>

**Print Resources:**

Farris, C. (2003). My Brother Martin: A Sister Remembers Growing Up With the Rev. Dr. Martin Luther King, Jr. Illus. Chris Soentpiet. New York: Simon & Schuster.

Johnson, C. & Adelman, B. (2000). King: The Photobiography of Martin Luther King, Jr. New York: Viking Studio.

Rappaport, D. (2001). Martin's Big Words: The Life of Dr Martin Luther. Illus. Bryan Collier. New York: Scholastic, Inc.

Taylor, M. (1976). Roll of Thunder, Hear My Cry. New York: Dial.



## The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King's Birth-year and Mine

### The Resources:



You will find a plethora of print resources to assist you in the quest. You may use keywords in your search such as *Jim Crow*, *boycott*, *segregation*, *stereotypes*, and *Civil Rights Movement*.

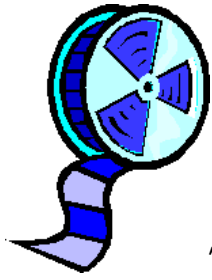


Online resources are plentiful, too. Many of them will be embedded in this quest. You may find others by searching the same keywords above.



Interviewing people may also be very resourceful. There are people in your community who may have witnessed many of these events.





There are numerous films, documentaries and docudramas, about this time period as well. Remember to keep a list of all of your references and to use the correct citations.





## The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King's Birth-year and Mine

### **The Process:**

In this web quest you will examine some of the pervasive images of Blacks that were prevalent in 1929 and in your birth-year. Your team will investigate how these images were used, and continue to be used, to enforce the stereotypes and status of Blacks in America and throughout the world. The following is a list of general questions that may be germane to your quest. You should reflect on these throughout the quest as you construct your own questions and work through the steps provided.

1. What was the legal status of Blacks in Georgia during 1929 when Dr. King was born?
2. How were conditions different or similar in the year that you (the student) were born?
3. Who was Jim Crow? How did Jim Crow laws impact Black children in Georgia?
4. What was the impact of negatives images, such as Jim Crow, on Blacks and their role in society?
5. How did Jim Crow affect Dr. King? What impact do you think living under Jim Crow may have had on Dr. King's life?
6. What events or artifacts from his life can you offer to support your perceptions?
7. What is the legacy of Jim Crow, the images and the statutes, on our culture?



Step 1. Choose a role:

As you research these images, and the sanctions they imposed, you'll be asked to consider their impact from one of the following points of view. It is highly recommended that you learn as much as you can about your role so that you can present that perspective well. At the end of the quest, you will have acquired as much knowledge about the profession you represented as the content you have researched. Have fun and learn all you can!



**Historian:** As the historian you will trace the origins of negative images and social codes affecting Black people in the South in 1929 and in your birth year. Consider events that preceded them and ones that were triggered by them.

**Sociologist:** You will examine the social status of Blacks in the South, their roles in society, and their access to public institutions in both moments in time.

**Psychologist:** What were some of the affects of these images and codes on the self-identity and behavior of Blacks? Did they create despair and hopelessness or invite resistance and change?

**Journalist:** How did mass media - television, radio, and print - portray Blacks in 1929 and in the year that you were born? What images or stereotypes were manifested? What accuracies were presented? How much influence did Blacks have on constructing or reconstructing these images?



### Step 2. Catalog your findings:

As you conduct your research, record your findings in a spiral notebook, on note cards, or on a tablet. You may find a folder or file helpful as well. Remember to include references for appropriate citations in your bibliography.



### Step 3. Confer with your team:

Meet as a team to share and discuss your findings. Sharing your different perspectives, as the expert in your role, should be very exciting and enlightening.



### Step 4. Writing the paper:

Each team member will compile his or her findings in a written report that uses a research format. You may use the guidelines provided in your classrooms.



### Step 5. Class Presentation

For your class presentation you will design and construct a PowerPoint slide show that represents your knowledge and findings collectively. Creating a storyboard is highly recommended. This will make your task much easier. When each member has created his or her storyboard, decide who will complete the following task:

- typing the text
- importing the graphics or charts for each slide
- choosing and coordinating the sound
- editing the presentation for errors and special effects



Step 6. Reflection: a writing prompt for class discussion. How has this web quest changed your perceptions of social justice issues during Dr. King's youth? Should you be concerned with them today?





## The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King’s Birth-year and Mine

The Evaluation: Your web quest will be evaluated with the following criteria:

### Individual Report / Essay: Percentage of total grade- 50%



|                          | Score 6                                                                                                                                                                                                                                                                | Score 5                                                                                                                                                                                                                                                                                              | Score 4                                                                                                                                                                                                                     | Score 3                                                                                                                                                                                                                                                    | Score 2                                                                                             | Score 1                                                                                                     | Score |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------|
| <b>Ideas and content</b> | The response is fully developed and engaging. It indicates an excellent understanding of the requirements, achieves all the goals of the task, and demonstrates reflective thinking. Accurate, relevant information supports facts, opinions, or interpretations well. | The response demonstrates an understanding of the requirements, but is not as engaging or developed. Includes literal, accurate details of all the goals of the task with partial evidence of interpretative reasoning. Accurate, relevant information offers some interpretation of its importance. | The response demonstrates a fair understanding of some of the requirements but does not develop them. Information provided not very selective. Too many or too few unsupported details are provided with minimal reasoning. | The response tends to list some of the requirements of the task. Demonstrates a minimal understanding of some of the goals. Not very selective or relevant information provided. Does not move beyond retelling information. Offers little interpretation. | The response is brief and inadequately addresses some of the requirements of the goals or the task. | The response is not on task. The goals of the task are not present. The information provided is inadequate. |       |
| <b>Organization</b>      | The reasons are valid, presented in a logical order, and linked with transitions that enhance the central theme well.                                                                                                                                                  | The writer provides information to support the facts or opinions, and these are somewhat organized.                                                                                                                                                                                                  | Tends to be flat, disorganized and unsupported. The reasons are not in logical order and few details are given                                                                                                              | Serious problems with the organization                                                                                                                                                                                                                     | The information provided is not relevant or organized.                                              | The information lacks structure.                                                                            |       |
| <b>Voice</b>             | The writing is compelling and engaging.                                                                                                                                                                                                                                | The writer is able to hold the readers attention. The                                                                                                                                                                                                                                                | The writer seems ambivalent or                                                                                                                                                                                              | The writer appears indifferent,                                                                                                                                                                                                                            | The writer loses sight of the topic and                                                             | The writer does not construct a voice.                                                                      |       |

|                              |                                                                                                                                                                                                           |                                                                                                                                                                                                          |                                                                                                                                                                                                                     |                                                                                                                                                                                                      |                                                                                                                                                                                |                                                                                                                                            |  |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--|
|                              | The writer's confidence with the topic is notable.                                                                                                                                                        | writer's confidence with the topic is consistent.                                                                                                                                                        | confused about the topic.                                                                                                                                                                                           | uninvolved or detached from the topic.                                                                                                                                                               | the reader cannot understand what the writer is trying to say.                                                                                                                 |                                                                                                                                            |  |
| <b>Mechanics and fluency</b> | The response displays exceptional use of the conventions of language and is likely to be error free. Errors in mechanics, usage, and spelling are extremely rare and do not interfere with communication. | Demonstrates successful use of the conventions of language, but may contain a few errors in mechanics, usage, or spelling. If present they are relatively minor and do not interfere with communication. | Demonstrates a reasonable use of the conventions of language, but contains some errors in mechanics, usage, or spelling. Most errors are minor, but a few may be serious. Most do not interfere with communication. | Demonstrates marginally successful use of the conventions of language. Patterns of errors in mechanics, usage, or spelling are evident. Several are serious and disrupt the meaning of the response. | Very limited ability to use the conventions of language. Errors in mechanics, usage, or spelling are frequent and serious making the response difficult to read and interpret. | Demonstrates great difficulty in applying the conventions of language. Frequent and serious errors may make the response incomprehensible. |  |
| <b>Sentence Fluency</b>      | The writing has an easy flow and rhythm, with strong sentences that invite expressive reading                                                                                                             | The text has a steady beat but tends to be more business-like than musical                                                                                                                               | The text does not invite expressive oral reading                                                                                                                                                                    | Sentences are choppy, incomplete, rambling, or awkward, with many beginning the same way                                                                                                             | Sentences are difficult to detect. Thoughts are not distinguishable                                                                                                            | Lacks sentence structure                                                                                                                   |  |

---

**Total Score:**



## Collaborative Power Point and Class Presentation - 25%

|                               | Score 4                                                                                                                                                   | Score 3                                                                                                                                        | Score 2                                                                                                                                          | Score 1                                                                                        |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Layout and design</b>      | The pages are well organized with tables. Text spacing and alignment make reading easy. The backgrounds enhance the page.                                 | The pages are eye-catching and attractive. Text is easy to read. The backgrounds are subtle and appropriate.                                   | The pages appear "busy" or "boring". Text may be difficult to read. The backgrounds are somewhat distracting.                                    | The pages are less than appealing. Text is difficult to read. The backgrounds are distracting. |
| <b>Graphics</b>               | Photos, icons, and clip art are used creatively and may follow a theme.                                                                                   | Photos, icons, and clip art are appropriate and of high quality.                                                                               | Photos are blurry or fuzzy; icons and clip art do not "fit" with the topic. May be too many pictures.                                            | There are no photos, icons or clip art or they are inappropriate or of low quality             |
| <b>Information</b>            | Information is creatively written and cleverly presented.                                                                                                 | Information is well-written and interesting to read and is presented in short sections.                                                        | Information could be better written and too much information is given in each section.                                                           | Information is poorly written, inaccurate, or incomplete.                                      |
| <b>Navigation and links</b>   | Links are created with images and icons to enhance the text links.                                                                                        | Links are consistent and easy to find so that the user can easily navigate back and forth through pages.                                       | The user may become confused when navigating between pages. Some links may not work.                                                             | The user may become confused when navigating between pages. Some links may not work.           |
| <b>Sources and references</b> | Sources and references are clearly cited throughout the presentation that support the topic. A bibliography is present and sites for further information. | Some sources and references are cited in the presentation that support the topic. A bibliography is present and sites for further information. | Too few sources and references are provided that support the topic. A bibliography may not be present or adequate sites for further information. | Sources and references omitted in the presentation.                                            |





**Collaborative Work Ethics: Percentage of total grade - 25%**

You and your teammates will evaluate how well you worked together on your PowerPoint and class presentation. The teacher will incorporate this into your overall grade.

Name \_\_\_\_\_

Date \_\_\_\_\_

Person being evaluated: \_\_\_\_\_

Course/Teacher \_\_\_\_\_

|                                   | <b>Beginning<br/>Score 1</b>                                | <b>Developing<br/>Score 2</b>                                | <b>Accomplished<br/>Score 3</b>                             | <b>Exemplary<br/>Score 4</b>                                    | <b>Score</b> |
|-----------------------------------|-------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------|--------------|
| <b>Contribution</b>               |                                                             |                                                              |                                                             |                                                                 |              |
| <b>Research &amp; information</b> | Does not collect any information that relates to the topic. | Collects very little information--some relates to the topic. | Collects some basic information--most relates to the topic. | Collects a great deal of information--all relates to the topic. |              |
| <b>Sharing information</b>        | Does not relay any information to teammates.                | Relays very little information--some relates to the topic.   | Relays some basic information--most relates to the topic.   | Relays a great deal of information--all relates to the topic.   |              |
| <b>Punctuality</b>                | Does not hand in any assignments.                           | Hands in most assignments late.                              | Hands in most assignments on time.                          | Hands in all assignments on time.                               |              |
| <b>Responsibility</b>             |                                                             |                                                              |                                                             |                                                                 |              |
| <b>Fulfilling duties of role</b>  | Does not perform any duties of assigned team role.          | Performs very little duties.                                 | Performs nearly all duties.                                 | Performs all duties of assigned team role.                      |              |

|                                           |                                                       |                                                                                  |                                                         |                                                                 |  |
|-------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------|--|
| <b>Participation in oral presentation</b> | Does not speak during the presentation.               | Either gives too little information or information which is irrelevant to topic. | Offers some information--most is relevant.              | Offers a fair amount of important information--all is relevant. |  |
| <b>Sharing in work</b>                    | Always relies on others to do the work.               | Rarely does the assigned work--often needs reminding.                            | Usually does the assigned work--rarely needs reminding. | Always does the assigned work without having to be reminded.    |  |
| <b>Valuing others' viewpoints</b>         |                                                       |                                                                                  |                                                         |                                                                 |  |
| <b>Listening to other teammates</b>       | Is always talking--never allows anyone else to speak. | Usually doing most of the talking--rarely allows others to speak.                | Listens, but sometimes talks too much.                  | Listens and speaks a fair amount.                               |  |
| <b>Cooperation with teammates</b>         | Usually argues with teammates.                        | Sometimes argues.                                                                | Rarely argues.                                          | Never argues with teammates.                                    |  |
| <b>Sharing in decisions</b>               | Usually wants to have things their way.               | Often sides with friends instead of considering all views.                       | Usually considers all views.                            | Always helps team to reach a fair decision.                     |  |
|                                           |                                                       |                                                                                  |                                                         |                                                                 |  |
|                                           |                                                       |                                                                                  |                                                         | <b>Total</b>                                                    |  |





## **The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King's Birth-year and Mine**

### **The Conclusion:**

Congratulations, students, on a quest well done! We hope you have had an enlightening journey, but we would like to know what you think. If you could give us some feedback using the form below, we would truly appreciate it. We welcome your comments and suggestions. Thanks for all you do!

---

- 1. How much did you know about this topic before this web quest?**
  
- 2. Did you enjoy the quest?**
  
- 3. What parts of the web quest do you think should be revised, deleted, or further developed?**



The Legal Status of Blacks in Georgia When We Were Born: Contrasting Dr. King's Birth-year and Mine

Teachers, please take a moment to complete this feedback form after your students have fulfilled this web quest. We appreciate your input and your work.

1. How much did students know about the topic/critical questions before the lesson was taught?
2. Did the lesson appear appropriate for the grade level?
3. What component (s) of the lesson went extremely well?
4. Which component (s) of the lesson went extremely poorly?
5. Did the students enjoy the lesson? Were they engaged?
6. What component (s) of the lesson should be revised, deleted, or further developed?

7. Do you think the lesson will support your students' understanding and appreciation of The Martin Luther King, Jr. National Historic Site?

8. Other comments: