

# “Ballot or the Bullet” Speech (Malcolm X)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## “Ballot or the Bullet” Speech ( 3 April 1964 )

Mr. Moderator, Brother Lomax, brothers and sisters, friends and enemies: I just can't believe everyone in here is a friend, and I don't want to leave anybody out. The question tonight, as I understand it, is “The Negro Revolt, and Where Do We Go From Here?” or “What Next?” In my little humble way of understanding it, it points toward either the ballot or the bullet.

Before we try and explain what is meant by the ballot or the bullet, I would like to clarify something concerning myself. I'm still a Muslim; my religion is still Islam. That's my personal belief. Just as Adam Clayton Powell is a Christian minister who heads the Abyssinian Baptist Church in New York, but at the same time takes part in the political struggles to try and bring about rights to the black people in this country; and Dr. Martin Luther King is a Christian minister down in Atlanta, Georgia, who heads another organization fighting for the civil rights of black people in this country; and Reverend Galamison, I guess you've heard of him, is another Christian minister in New York who has been deeply involved in the school boycotts to eliminate segregated education; well, I myself am a minister, not a Christian minister, but a Muslim minister; and I believe in action on all fronts by whatever means necessary.

Now in speaking like this, it doesn't mean that we're anti-white, but it does mean we're anti-exploitation, we're anti-degradation, we're anti-oppression. And if the white man doesn't want us to be anti-him, let him stop oppressing and exploiting and degrading us. Whether we are Christians or Muslims or nationalists or agnostics or atheists, we must first learn to forget our differences. If we have differences, let us differ in the closet; when we come out in front, let us not have anything to argue about until we get finished arguing with the man. If the late President Kennedy could get together with Khrushchev and exchange some wheat, we certainly have more in common with each other than Kennedy and Khrushchev had with each other.

If we don't do something real soon, I think you'll have to agree that we're going to be forced either to use the ballot or the bullet. It's one or the other in 1964. It isn't that time is running out—time has run out!

# SOCIAL STUDIES

## 12<sup>th</sup> Grade D.C. History Cornerstone 3

### PROJECT SOAPBOX

When should people fight for change?



[Demonstrators chant “Hands up, don’t shoot!” on the steps of the National Portrait Gallery, where the protest ended, in Washington, D.C., on Nov. 25, 2014. Photo by Chip Somodevilla/Getty Images](#)

#### Unit 3: Citizens Fight for Justice

Students explore and analyze major leaders, institutions, and ideas about the city’s struggle for racial justice, from abolitionism to the Freedmen’s Bureau to the Civil Rights Movements. Students cite evidence from research in their writing and analyze the role of citizens in taking informed action.

#### Performance Task

When should people fight for change? By the end of this Cornerstone, students will have written and delivered a 2-3 minute long persuasive Project Soapbox speech on the most important issue facing their community and what should be done to address it.

<b>Collaboration</b>	This Cornerstone was developed by the teacher(s) below.	
	Adam Evans (Ballou HS), Jennifer Brown (Roosevelt STAY) <a href="mailto:jennifer.brown2@dc.gov">jennifer.brown2@dc.gov</a>	Click <a href="#">here</a> to enter a collaboration site with other members of your cohort.
<b>Cornerstone Description</b>	Students will learn that throughout its history African-Americans have protested discrimination in Washington, DC in different ways and the fight to end discrimination is ongoing. Students will understand that some tactics are more effective than others. Students will analyze tactics used to fight discrimination in the past such as litigation, protest, and boycotts. Through 5E inquiry lessons, students will analyze the effectiveness of the tactics used in the past. Students will write and deliver a two-minute-long, persuasive Project Soapbox speech on the most pressing issue facing their community and make a call to action. Resources include videos, scenario analysis, excerpts from the U.S. Constitution, and speech-writing lessons from Issues to Action.	
<b>DC Content Power Standard</b>	<b>12.DC.10.3:</b> Explain how African American leaders resisted discrimination.	

**Compelling Question: When should people fight for change?**

Supporting Question 1	Supporting Question 2	Supporting Question 3
What does effective change look like?	How have past leaders tried to bring positive change to the District?	What is the most effective way to address injustices in today's District?
<p><b>Sources and Materials</b></p> <ol style="list-style-type: none"> <li>Justice Concept Map (Docx)</li> <li>Justice Concept Map (PDF)</li> <li>MLK vs Malcolm X Tactics</li> <li>Examples of Social Justice Movements (Docx)</li> <li>Examples of Social Justice Movements (PDF)</li> <li>Effective Change Thought Catcher</li> <li>Evaluating Headlines</li> </ol>	<p><b>Sources and Materials</b></p> <ol style="list-style-type: none"> <li>Hashtag Activism Reading (Docx)</li> <li>Hashtag Activism Reading (PDF)</li> <li>Evaluating District Tactics</li> <li>Tactics Reflection</li> </ol>	<p><b>Sources and Materials</b></p> <ol style="list-style-type: none"> <li>Community Map, pg. 53-54</li> <li><a href="#">Project Soapbox Ex 1</a></li> <li><a href="#">Project Soapbox Ex 2</a></li> <li>Identifying the Qualities of a Good Speech, pg. 73</li> <li>Project Soapbox Rough Draft Guide, pg. 81</li> <li>Project Soapbox Speech Rubric, pg. 72</li> </ol>
<p><b>Formative Performance Task 1</b></p> <p>After analyzing many sources and social justice movements, students reflect on the differing tactics for fighting injustice. Students ultimately create criteria by which to recognize effective change and apply it to current events to predict their ability to bring sustainable change.</p>	<p><b>Formative Performance Task 2</b></p> <p>Students will evaluate multiple key movements that took place in the District and the various tactics used to pursue change. Students will select what they believe to be the biggest source of injustice in their community today. They will also reflect on past movements, the possible tactics, and their Criteria for Effective Change to select the best form of action to take.</p>	<p><b>Summative Task</b></p> <p>After reflecting on current issues in their community and tactics for bringing change, students will individually select what they believe to be the most pressing issue in their community and the best way to create change. Once they have made their selection, students will write and deliver a two-minute-long, persuasive Project Soapbox speech on the most pressing issue facing their community and make a call to</p>

		action to inspire their fellow community members.
<b>Performance Task</b>	When should people fight for change? By the end of this Cornerstone, students will individually select what they believe to be the most pressing issue in their community and the best way to create change. Once they have made their selection, students will write and deliver a two-minute-long, persuasive Project Soapbox speech on the most pressing issue facing their community and make a call to action to inspire their fellow community members.	

C3 Framework Indicators	Common Core State Standards for Literacy in Social Studies/ History
<p><b>D4.7:</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b>D4.8:</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p><b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.11-12.6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Pacing Guidance for Unit 3: Citizens Fight for Justice		
Days	DC Power Content Standard	Notes
<b>1<sup>st</sup> Sem:</b> 1-8  <b>2<sup>nd</sup> Sem:</b> 1-4	<b>12.DC.10.3:</b> Explain how African American leaders resisted discrimination	Teachers will design and implement their own instructional strategies to support students' learning about various times and events when African-Americans protested discrimination in Washington, DC. Specifically, the following topics should be covered in detail as they pertain to DC's history: the Freedman's Bureau, the New Negro Alliance, the Consolidated Parents Group, and the 1968 Riots. These examples will be revisited briefly in the Cornerstone in order to reflect and evaluate what makes change meaningful.
<b>1<sup>st</sup> Sem:</b> 9-11  <b>2<sup>nd</sup> Sem:</b> 5-7	<b>12.DC.10.3:</b> Explain how African American leaders resisted discrimination	This standard is addressed by the Cornerstone

Suggested Cornerstone Pacing (70 min)	Supporting Questions	Lessons	Class Topics/Activities
Day 1	SQ 1	Lesson 1	Students predict the effectiveness of different movements for change by applying their student-formulated criteria.
Day 2	SQ 2	Lesson 2	Students select the most effective way to create change in DC after reviewing several tactics from history.
Day 3	CQ	Lesson 3	Students will write a persuasive Project Soapbox speech identifying the most pressing issue facing their community and making a call to action.

**INSTRUCTIONAL APPROACH AND RATIONALE**

In the past couple of years, it seems that American society has become desensitized to tragic events and the outrage that follow. A protest in front of a capitol building, being asked to sign an online petition or viewing back-and-forth political arguments on social media has become commonplace. It also leads many people to believe that little has changed since the founding of our country and our capital. This is why it is crucial to not only help students learn about progress that has been made in the District through African-American leaders resisting discrimination, but also to lead them through discovering the potential ways that they can try to lead effective change in their communities. This Cornerstone seeks to promote active, engaged citizens through evaluating the question, “When should people fight for justice?” and learning the most effective strategies for taking action once they have identified the most pressing issues.

Click [here](#) to learn more about Inquiry through the C3 Framework and [here](#) to review the 5E Inquiry approach.

The supporting questions and accompanying formative tasks serve two purposes. First, these questions and skills allow for needed scaffolding so that students are not overwhelmed with information, much of which will challenge students to think beyond their prior knowledge and/or biases. Secondly, the supporting questions and formative tasks serve as benchmarks for teachers to assess whether students have mastered the content knowledge and subskills that will be essential to succeeding in the final summative task. Students’ performance on these formative tasks will inform teachers on which students are ready to move on to the next part of the Cornerstone, and which students perhaps need to be re-taught elements of the previous lesson or may need more individual support in the next activity.

For the first supporting question, “What does effective change look like?”, students will examine a variety of media and sources to begin analyzing movements and protest tactics to determine what makes change effective and sustainable. Students will work together as a class to create criteria that assess effective change. The class will use and apply this criteria in the proceeding lesson.

The second supporting question, “How have past leaders tried to bring positive change to the District?”, applies the student-formulated criteria for effective change while having students reflect on past tactics and a current movement to resist discrimination in the District. Students will specifically focus on the Freedman’s Bureau, the New Negro Alliance, the Consolidated Parents Group, the Riots of 1968 and the Black Lives Matter Movement. At the end of the lesson, students consider and select the issue that they believe to be the biggest perpetrator of injustice today, and justify the tactic they would use in fighting this injustice through connecting it to another successful movement.

The final supporting question, “What is the most effective way to address injustices in today’s District?”, allows students to tackle the summative task of writing and delivering persuasive “Project Soapbox” speeches. Students will build off the scaffold from the previous lesson, where they decided which issue facing their community to tackle and how to approach it, and will add to that by building a persuasive platform from which they encourage other residents to take action to address this issue.

This Cornerstone introduces students to the concept that they can have a real impact in their community and even their government. This will prepare students for the next unit, where students will use their voice to weigh in on the home rule debate and learn more about the ways they can engage with their District government.

**Lesson 1:**

PACING	LEARNING TASK	MATERIALS AND SOURCES
70 minutes	Contextualizing primary sources, interpreting information, bridging conversation	<ol style="list-style-type: none"> <li>1. Justice Concept Map (Docx)</li> <li>2. Justice Concept Map (PDF)</li> <li>3. MLK vs Malcolm X Tactics</li> <li>4. Examples of Social Justice Movements (Docx)</li> <li>5. Examples of Social Justice Movements (PDF)</li> <li>6. Effective Change Thought Catcher</li> <li>7. Evaluating Headlines</li> </ol>
SUPPORTING QUESTION		
SQ 1: What does effective change look like?		
OBJECTIVE	FORMATIVE ASSESSMENT	
Students will be able to create and apply criteria for determining how injustice is effectively fought.	As much of the lesson will center on student-led, robust discussions, the teacher should rotate around the room while the discussions are taking place to note any misconceptions or limited application of class materials. Additionally, both the <b>7. Evaluating Headlines</b> and Exit Ticket responses can be collected to gather more data on students' ability to identify effective change and link it back to tactics used.	
ENGAGE – Capture students' attention, activate students' prior knowledge, connect to students' lives	DIFFERENTIATION and FACILITATION NOTES	
<ol style="list-style-type: none"> <li>1. Before students enter the room, write the following Warm Up question on the white board, "What is justice?"               <ol style="list-style-type: none"> <li>a. Students can use the <b>1. Justice Concept Map</b> to assist them in answering the Warm Up question.</li> <li>b. Facilitate a brief conversation once students have had several minutes to record their responses.                   <ul style="list-style-type: none"> <li>● How do you define justice?</li> <li>● What is the opposite of justice?</li> <li>● What does injustice look like? What would justice look like in these situations?</li> <li>● How do the following terms relate to justice: cause, movement, protest, tactic</li> </ul> </li> </ol> </li> </ol>	<p><u>Differentiation:</u></p> <ol style="list-style-type: none"> <li>1. There are two versions of the <b>1. Justice Concept Map</b>. Version A can be used with most learners, while Version B may be more appropriate for lower level readers.</li> <li>2. For the <b>3. MLK vs Malcolm X Tactics</b> reading, the Group 2 reading may be slightly more difficult, especially in the first reflection question asked. Due to this and the fact that students are mostly more familiar with MLK, you may want to consider assigning the Group 1 reading to your lower level readers. A possible variation on the <b>3. MLK vs Malcolm Tactics</b> activity is having all students read both texts.</li> </ol>	
EXPLORE – Guided inquiry of sources to investigate the answer to a question with embedded UDL strategies		
<ol style="list-style-type: none"> <li>1. Transition to the next activity by telling students that they are about to examine two different approaches to seeking justice.</li> <li>2. Assign students into two reading groups and hand out Group 1 and Group 2 copies of the <b>3. MLK vs Malcolm X Tactics</b>.               <ol style="list-style-type: none"> <li>a. Have students read the directions to themselves and then check for understanding.                   <ul style="list-style-type: none"> <li>▪ What are you doing while you are reading the text?</li> <li>▪ What should you do after you have finished your annotations?</li> </ul> </li> </ol> </li> </ol>		

- b. Suggested that you allow students 7-10 minutes to complete the reading and annotations.
- 3. Once time is up, students compare their annotations with a partner from their group.
  - a. Conversation starters:
    - What tactics did each of you identify?
    - What did you think was his strongest argument in supporting his preferred tactics?
- 4. Then, students pair with a student from the other reading group. Students present the main ideas of their texts to their partner and compare and contrast the two leaders' preferred justice tactics.
  - a. This should take students 5-7 minutes.
- 5. Come back together for a whole group discussion. Choose 2-3 of the following questions to asks orally, or have them ready to view on a PowerPoint slide.
  - What do you think was the most powerful quote from each reading?
  - Did any of the information surprise you? Why or why not?
  - Did MLK think that violence could be justified?
  - What does Malcolm X mean when he says "Let it be the ballot or the bullet?"
  - What other tactics are there for political and social change that are somewhere between the ballot and the bullet?
  - Does change always have to come in the form of protest? What are other types of tactics?
  - Who do you think was ultimately most effective in employing their tactics for justice: MLK or Malcolm X? How do you know?

- 3. If you have any ELL students in your class, consider pairing the **7. Evaluating Headlines** activity with pictures depicting these tactics/current events and/or working with them in a small group during this activity.

Facilitation Notes:

- 1. Note that a couple of documents have been saved as both a Docx and PDF. View the PDF version first to see the original layout of the document, and then download the Docx version to make any needed adjustments.
- 2. Before class, either cut the **4. Examples of Social Justice Movements** into squares and paperclip them or place them into envelopes. This will allow students to be more tactile in ranking the effectiveness of the movements.

Explanation:

- 1. The purpose of this lesson is to expose students to multiple forms of both media and change tactics for a rich exploration experience. In order for students to take informed action at the end of the Cornerstone, they need to study previous attempts at creating sustainable change and know how to identify effective change tactics. This lesson will allow students to do both, while working together as a learning community to create criteria for effective change.

**EXPLAIN** – Clarify understanding through reading/discussion, speaking and listening with embedded UDL strategies

- 1. Transition to the next activity by explaining to students that they will now look at more movements and change tactics to start determining what effective change look likes.
- 2. Students should create groups of 2-3 and then receive the **4. Examples of Social Justice Movements** and **6. Effective Change Thought Catcher** handouts. Ask for student volunteers to read through the directions on the **6. Effective Change Thought Catcher**.
  - a. Possible group member roles: facilitator, recorder, representative/presenter, time keeper.
  - b. Check for understanding before releasing students into the activity:
    - What are doing in Step 1?
    - What is the first thing you are doing with the eight **4. Examples of Social Justice Movements**?
    - What are you going to do after you finish ranking the movements and their tactics?

<p>c. Groups should be allowed 10-15 minutes to complete the activity and fill in their <b>6. Effective Change Thought Catcher</b>.</p> <p>3. If time permits, come back together for a whole group discussion so each group can share which movement they found to be the most effective and the least effective.</p>	
<p><b>ELABORATE</b> – Students apply new knowledge or skills, extending their understanding in student-centered task with embedded UDL strategies</p>	
<p>1. Have students elect one student to be the class recorder and another student to be the facilitator for the next activity. As a whole class, students will create a list of criteria for determining what effective change looks like.</p> <p>a. The student recorder should use the white board and dry erase markers as the class brainstorms their list, and then record the final list on flip chart paper with permanent markers. The recorder should title this final version as <b>Criteria for Effective Change</b>.</p>	
<p><b>EVALUATE</b> – Check for understanding, metacognition, come back to compelling question with embedded UDL strategies</p>	
<p>1. Students will use the <b>Criteria for Effective Change</b> in predicting the success of modern movements in the <b>7. Evaluating Headlines</b> handout.</p> <p>a. Suggested that students should complete this activity independently as to properly assess their ability to apply the criteria and explain their prediction with logical reasoning.</p> <p>b. This activity should take 10-12 minutes.</p> <p>2. If time permits, have students share their responses to the <b>7. Evaluating Headlines</b> handout in either small groups or whole group discussion. Students will then answer the Exit Ticket question before leaving the classroom.</p> <ul style="list-style-type: none"> <li>● When is a tactic successful in the fight for justice?</li> </ul>	

**Lesson 2:**

PACING	LEARNING TASK	MATERIALS AND SOURCES	
70 minutes	Weighing evidence, drawing conclusions	8. Hashtag Activism Reading (Docx) 9. Hashtag Activism Reading (PDF) 10. Evaluating District Tactics 11. Tactics Reflection	
SUPPORTING QUESTION			
SQ 2: How have past leaders tried to bring positive change to the District?			
OBJECTIVE		FORMATIVE ASSESSMENT	
Students will be able to identify injustices present in their communities and select the most effective tactic for fighting injustice in the District after evaluating past movements.		Teachers should collect the <b>11. Tactics Reflection</b> at the end of the lesson to see which students mastered the content and application of the lesson, and to create more tiered support for struggling students for the next lesson,	
ENGAGE – Capture students’ attention, activate students’ prior knowledge, connect to students’ lives		DIFFERENTIATION and FACILITATION NOTES	
<ol style="list-style-type: none"> <li>Before students enter the classroom, write the following Warm Up questions on the board:               <ul style="list-style-type: none"> <li>What are common ways people protest today?</li> <li>For example, after the recent deaths of unarmed black men by police, what are ways that people express their anger or call for change?</li> </ul> </li> <li>After students have had several minutes to record their responses, follow up with a brief class discussion.               <ul style="list-style-type: none"> <li>What are some tactics that you have seen or heard about?</li> <li>Why do you think society chooses these tactics today?</li> <li>Are there other tactics that we don’t necessarily see but are still taking place? (i.e. writing letters to government officials, members of Congress introducing legislation in committee, donating money to elected officials who are leading social change)</li> </ul> </li> </ol>		<p><u>Differentiation:</u></p> <ol style="list-style-type: none"> <li>The <b>8. Hashtag Activism Reading</b> has two versions. Version A should be used for students reading on grade level, and Version B can be used for students reading below grade level and/or students who need more prior knowledge activation. You can further differentiate Version B to meet individual students needs by inserting multiple choice responses and/or pairing the readings with relevant images.</li> </ol>	
EXPLORE – Guided inquiry of sources to investigate the answer to a question with embedded UDL strategies (e.g. potential barriers and suggested strategies for differentiation)		<ol style="list-style-type: none"> <li>The <b>10. Evaluating District Tactics</b> handout also has two versions. Version A is intended for students who are able to recall previous lessons with or without the help of class materials. Version B is for students who may need a refresher on the content.</li> </ol> <p><u>Facilitation Notes:</u></p> <ol style="list-style-type: none"> <li>Note that the <b>8. Hashtag Activism Reading</b> is available as both a Docx and PDF. This is due</li> </ol>	
<ol style="list-style-type: none"> <li>Group students together, preferably using mixed-ability grouping with 3-4 students in each group.               <ol style="list-style-type: none"> <li>Possible roles for group members: facilitator, presenter, and time keeper. You could add recorder as a role, but it will depend on whether you want all group members to write responses to the posed questions.</li> </ol> </li> <li>Distribute copies of the <b>8. Hashtag Activism Reading</b>.               <ol style="list-style-type: none"> <li>Have 1-2 students volunteer to read the background information. Before students move on to reading in their groups, check for understanding by posing the following questions:</li> </ol> </li> </ol>			

<ul style="list-style-type: none"> <li>● What is the format of the text you are about to read?</li> <li>● Who is the journalist? Who is the activist?</li> <li>● Why do you think Bertlatsky chose to interview Mckesson specifically?</li> <li>● Where should you look on the document for potentially confusing words or references?</li> <li>● What are you doing as you read the document? Where do you record your responses?</li> </ul> <p>b. Allow students 20 minutes to complete the reading and reflection questions. If time allows, come back together to hold a whole group discussion for students to share their opinions on social media activism.</p>	<p>to the sensitive formatting of Version B. Should you need to adapt the reading, view the PDF first before downloading the Docx to see the intended formatting.</p> <p><u>Explanation:</u></p> <ol style="list-style-type: none"> <li>1. This lesson serves to encourage students’ further inquiry surrounding the various tactics that can be used to bring effective change. The second lesson of this Cornerstone ensures that students have been exposed to an adequate amount of material so that they may begin to reflect on the informed action that they will take. Additionally, this lesson builds the foundation for their PSAs by asking them to select the content and also to draw the connection of their chosen tactics to past, successful movements.</li> </ol>
<p><b>EXPLAIN</b> – Clarify understanding through reading/discussion, speaking and listening with embedded UDL strategies</p>	
<ol style="list-style-type: none"> <li>1. Transition question: Do you think modern change tactics, such as hashtag activism, are more, less or just as effective as the tactics used by Civil Rights Era leaders? Why?             <ol style="list-style-type: none"> <li>a. After students have shared their responses, explain that they will come back to this question again after completing the <b>10. Evaluating District Tactics</b> handout.</li> <li>b. Students should work in small, mixed-ability groups as they work together to reflect on the tactics used by past District leaders.                 <ol style="list-style-type: none"> <li>i. As this is a review of prior material, students should have access to textbooks and previous class notes as points of reference. Students should also refer back to the previous lesson’s Criteria for Effective Change as they reflect on the movements.</li> </ol> </li> </ol> </li> <li>2. When the groups have completed their <b>10. Evaluating District Tactics</b> handout, ask them to revisit the initial discussion question again and ask if anyone’s opinions had change. Encourage a robust, student-led discussion surrounding this topic for several minutes before moving on to the Exit Ticket.             <ul style="list-style-type: none"> <li>● Do you think modern change tactics, such as hashtag activism, are more, less or just as effective as the tactics used by Civil Rights Era leaders? Why?</li> </ul> </li> </ol>	
<p><b>ELABORATE</b> – Students apply new knowledge or skills, extending their understanding in student-centered task with embedded UDL strategies</p>	
<ol style="list-style-type: none"> <li>1. Students will complete the “ELABORATE” stage of this inquiry in the next lesson when they will create their PSAs.</li> </ol>	
<p><b>EVALUATE</b> – Check for understanding, metacognition, come back to compelling question with embedded UDL strategies</p>	
<ol style="list-style-type: none"> <li>1. Individually, students will use the <b>11. Tactics Reflection</b> handout to reflect and write on the lessons they have learned from the Unit 3 of the DC History curriculum. This will serve as a scaffold for</li> </ol>	

students to identify the content of the PSAs that they will create in the next lesson.

### Lesson 3

PACING	LEARNING TASK	MATERIALS AND SOURCES
70 minutes	Communicating conclusions, Persuasive writing	12. Community Map 13. <a href="#">Project Soapbox Ex 1</a> 14. <a href="#">Project Soapbox Ex 2</a> 15. Identifying the Qualities of a Good Speech 16. Project Soapbox Rough Draft Guide 17. Project Soapbox Speech Rubric
SUPPORTING QUESTION		
SQ 3: What is the most effective way to address injustices in today's District? CQ: When should people fight for change?		
OBJECTIVE	FORMATIVE ASSESSMENT	
Students will be able to write and deliver a persuasive Project Soapbox speech identifying the most pressing issue facing their community and making a call to action.	Teachers should monitor students as they create their <b>16. Project Soapbox Rough Draft Guide</b> to address any illogical statements or underdeveloped calls to action before students proceed to filming their PSA.	
ENGAGE – Capture students' attention, activate students' prior knowledge, connect to students' lives	DIFFERENTIATION and FACILITATION NOTES	
<ol style="list-style-type: none"> <li>Before students enter the classroom, post the following question on the board: What are three of the greatest assets in your community and what are the three biggest issues/injustices facing your community?               <ol style="list-style-type: none"> <li>If needed, distribute copies of the <b>8. Community map handout</b>.</li> </ol> </li> <li>After giving students several minutes to record their responses, have several students share their responses and ask students to share possible steps toward solving these issues.</li> </ol>	<p><u>Differentiation:</u></p> <ol style="list-style-type: none"> <li>Teachers should adapt the <b>16. Project Soapbox Rough Draft Guide</b> as needed to meet individual students' needs. For example, teachers can modify the document by providing the hook and/or closing for students once their content has been identified.</li> </ol>	
EXPLORE – Guided inquiry of sources to investigate the answer to a question with embedded UDL strategies (e.g. potential barriers and suggested strategies for differentiation)	<p><u>Facilitation Notes:</u></p> <ol style="list-style-type: none"> <li>Teachers should use discretion when using/analyzing Project Soapbox videos as the included student examples are from current and recently graduated DCPS students.</li> <li>All questions posed to students in the lesson plan should be either written on the white board (preferably ahead of class time to maximize instructional time) or embedded into a presentation such as PowerPoint</li> </ol>	
EXPLAIN – Clarify understanding through reading/discussion, speaking and listening with embedded UDL strategies	<ol style="list-style-type: none"> <li>Have students create a class list of criteria for making an effective Project Soapbox speech. Record the criteria on flip chart paper, and display this next to the student-formulated Criteria for Effective Change.</li> </ol>	

<p><b>ELABORATE</b> – Students apply new knowledge or skills, extending their understanding in student-centered task with embedded UDL strategies</p>	
<ol style="list-style-type: none"> <li>1. Students will transition to writing their own speeches, using the <b>12. Project Soapbox Rough Draft Guide</b>.</li> <li>2. Review <b>13. Project Soapbox Speech Rubric</b> as a class.</li> <li>3. Students should narrow down their initially generated list of community issues to choose one. They should make sure that they are reflecting on what they think is the MOST important issue facing their community and what they think should be done about it.</li> </ol> <p>If time allows, students should peer-review each other’s outlines to check that all necessary elements are present.</p> <ol style="list-style-type: none"> <li>1. Possible topics will have been generated in previous lessons, however, students should be reflecting on the tactics of the past in order to advocate for some sort of change around an injustice they identify in today’s District. Students may use the injustice and tactic identified in previous day’s <b>11. Tactics Reflection</b> if the teacher has approved those ideas.</li> </ol>	<p><u>Explanation:</u></p> <ol style="list-style-type: none"> <li>1. This lesson releases students to respond to the compelling question by having them create a persuasive Project Soapbox speech. In their speech, students use historical case studies and current community examination to identify the most pressing issue facing their community and making a call to action.</li> </ol>
<p><b>EVALUATE</b> – Check for understanding, metacognition, come back to compelling question with embedded UDL strategies</p>	
<ol style="list-style-type: none"> <li>1. Students should make edits to their speeches for homework using the rubric and any peer feedback.             <ol style="list-style-type: none"> <li>a. Students should be given time to deliver their speeches in front of their peers, and external guests if possible, the following class period.</li> </ol> </li> </ol>	



**APPENDIX B: Social Studies Rubric**

	<b>4 – Exceeds Expectations</b>	<b>3 – Meets Expectations</b>	<b>2 – Approaches Expectations</b>	<b>1</b>
<b>Social Studies Content</b>	<b>Accuracy</b> Uses specific and accurate evidence that includes precise details and/or quotations from text(s), while establishing cause and effect relationships; uses vocabulary appropriate to the discipline.	<b>Accuracy</b> Uses some specific and mostly accurate evidence that may include precise details and/or quotations from text(s), while establishing cause and effect relationships; uses some vocabulary appropriate to the discipline.	<b>Accuracy</b> Uses somewhat accurate evidence that includes general details and/or quotations from text(s); cause and effect relationships may be inaccurate; uses little vocabulary appropriate to the discipline.	<b>Accuracy</b> Uses little evidence that includes general details and/or quotations from text(s); cause and effect relationships may be inaccurate; uses little vocabulary appropriate to the discipline.
	<b>Real world connections</b> Makes strong connections between past situations/concepts and present day situations/concepts, to demonstrate the interconnectedness of the past and the present.	<b>Real world connections</b> Makes some connections between past situations/concepts and present day situations/concepts, to demonstrate the interconnectedness of the past and the present.	<b>Real world connections</b> Makes flawed or few connections between past situations/concepts and present day situations/concepts, to demonstrate the interconnectedness of the past and the present.	<b>Real world connections</b> Makes in few connections between past situations/concepts and present day situations/concepts, to demonstrate the interconnectedness of the past and the present.
<b>Social Studies Evidence</b>	<b>Sourcing</b> Recognizes the impact of authors or creators on evidence from text(s); uses evidence that is balanced and credible.	<b>Sourcing</b> Somewhat recognizes the impact of authors or creators on evidence from text(s); uses evidence that is mostly balanced and credible.	<b>Sourcing</b> Slightly recognizes the impact of authors or creators on evidence from text(s); uses some evidence that is not balanced and/or not credible.	<b>Sourcing</b> Rarely recognizes the impact of authors or creators on evidence from text(s); uses evidence that is not balanced and/or not credible.
	<b>Contextualization</b> Thoroughly establishes civic, economic, geographic, or historical context and references perspectives relevant to the topic; meaningfully connects the text(s) to the context.	<b>Contextualization</b> Somewhat establishes civic, economic, geographic, or historical context and references perspectives relevant to the topic; somewhat connects the text(s) to the context.	<b>Contextualization</b> Slightly establishes civic, economic, geographic, or historical context; makes passing or flawed reference to perspectives relevant to the topic; slightly connects the text(s) to the context.	<b>Contextualization</b> Establishes little or no context and references perspectives relevant to the topic; does not connect the text(s) to the context.
	<b>Corroboration</b> Corroborates claims by synthesizing available evidence from multiple texts;	<b>Corroboration</b> Corroborates claims by synthesizing some evidence from multiple texts; addresses some claims and counter claims.	<b>Corroboration</b> Makes an attempt at corroborating claims using evidence from multiple texts, but	<b>Corroboration</b> Does not attempt at corroborating claims using evidence from multiple texts, but

<p>S S k i l l s ( C 3 )</p>	<p>addresses claims and counter claims thoroughly.</p>		<p>may misinterpret evidence; slightly addresses claims and/or counter claims.</p>	<p>conclusion address o</p>
	<p><b>Development of claim</b></p>	<p><b>Development of claim</b></p>	<p><b>Development of claim</b></p>	<p><b>Develop</b></p>
<p>C o m m o n C o r r e l i t e r a c y S k i l l s</p>	<p>Addresses the prompt and provides effective, comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience.</p>	<p>Addresses the prompt and provides mostly effective, comprehensive development of the claim or topic that is mostly appropriate to task, purpose, and audience.</p>	<p>Addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to task, purpose, and audience.</p>	<p>Addresse minimal that is lim purpose,</p>
	<p><b>Organization and style</b></p>	<p><b>Organization and style</b></p>	<p><b>Organization and style</b></p>	<p><b>Organiz</b></p>
	<p>Uses intentional and effective organizational structure(s) to develop the claim; establishes and maintains an effective style that is clear and coherent.</p>	<p>Uses appropriate organizational structure(s) to develop the claim; establishes and maintains a mostly effective style that is mostly clear and coherent.</p>	<p>Uses some organizational structure(s) to develop the claim; uses a somewhat effective style that is somewhat clear and coherent.</p>	<p>Attempts structure control o or ineffec coherenc</p>
	<p><b>Conventions</b></p>	<p><b>Conventions</b></p>	<p><b>Conventions</b></p>	<p><b>Conven</b></p>
	<p>Uses standard English conventions with full command and at an appropriate level of complexity; may contain a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>Uses standard English conventions with some command and at an appropriate level of complexity; may contain errors in mechanics, grammar, and usage, that occasionally impede understanding, but meaning is generally clear.</p>	<p>Uses standard English conventions with limited command and at an appropriate level of complexity; may contain errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>Does not with com level of c errors in impede u</p>



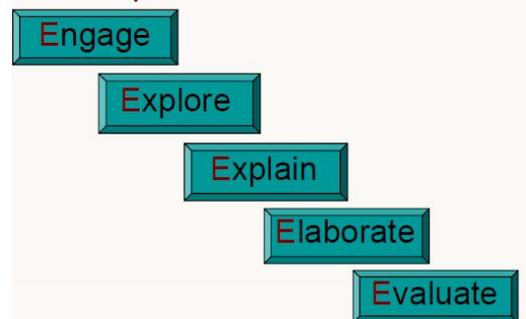


## APPENDIX C: 5E Lesson Plan Overview

**Background:** First developed by the Biological Sciences Curriculum Study group, the 5E lesson design model integrates an inquiry-based instructional approach with recent research from cognitive science to structure learning experiences for students in science and other content areas. Given the instructional shifts required by the C3 Framework (e.g., purposeful integration of content and skills, promotion of literacy practices and outcomes, inquiry at the heart of instruction), the 5E lesson format provides an effective model of guided inquiry that can allow students to engage in meaningful instruction. While originally designed for science teaching, the 5E was adapted by Discovery Education as a framework for organizing instruction in their Techbooks and the DCPS Social Studies team has created a modified template (found in Appendix D) that blends the traditional 5E approach with explicit language from the C3 Framework.

**Stages:** The 5E lesson is divided into 5 phases of instruction characterized by teachers engaging students, monitoring student exploration, facilitating inquiry, and providing opportunities for new patterns of thinking while students synthesize their prior knowledge with new information to construct knowledge.

### Components of the 5E Model



- **Engage:** The purpose of this phase is to peak student interest and get them personally involved in the lesson by helping them to access prior knowledge, generating interest, set parameters to the inquiry, and framing ideas.
- **Explore:** The purpose of this phase is to get students involved in the topic by providing them with a chance to begin discovering the answer to a question for themselves, experiencing key concepts, engaging with new skills, probing experiences, examining thinking, and establishing relationships and understanding.
- **Explain:** The purpose of this phase is to use questioning strategies to lead students' discussion of information discovered, connect prior knowledge and background to new discoveries, and communicate new understandings. Students should own the explanations during this phase.
- **Elaborate:** The purpose of this phase is to expand and solidify student thinking and/or applies it to a real-world situation. Students should communicate new understanding with formal academic language.
- **Evaluate:** The purpose of this phase is for students to demonstrate their understanding of the concept and/or skills aligned to the objective and to engage in metacognitive reflection about the learning they participated in during the lesson.

### Additional information:

- [The BSCS 5E Instructional Model: Origins and Effectiveness](#): This 19-page report commissioned by the National Institutes of Health for publication in July 2006 provides a well-referenced overview of the 5E model and the research supporting its effectiveness.
- [5E Lesson Design: Application to CSCOPE Social Studies](#): This 40-slide PowerPoint presentation was created by the Texas Education Service Center Curriculum Collaborative (TESCCC) to explain the use of the 5E model for social studies instruction.
- [BSCS 5E Instructional Model Videos](#): These three video clips were created by the Biological Sciences Curriculum Study (BSCS) in 2014 and contain edited portions of conversations between former BSCS Executive Director Janet Carlson and former Senior Science Educator Nancy Landes, who took part in the retreat that led to the development of the 5E model. The videos address the creation of the 5E (11:06 minutes), how the 5Es evolved over time (7:23 minutes), and why the 5Es remain relevant today (6:27 minutes).

### APPENDIX D: 5E Lesson Plan Template

<b>DATE:</b>		<b>COURSE:</b>		<b>UNIT:</b>	
<b>AGENDA</b> (with ~ times)		<b>STANDARDS</b> (Content, C3, Common Core)		<b>TEXTS/MATERIALS</b>	
<b>COMPELLING QUESTION</b>					
<b>SUPPORTING QUESTION</b>					
<b>OBJECTIVE</b> – Statement of what students will be able to do			<b>ASSESSMENT</b> – Evidence for student mastery of the objective		
<b>ENGAGE</b> – Capture students’ attention, activate students’ prior knowledge, connect to students’ lives				<b>DIFFERENTIATION</b> – Content, Processes, Products	
1.					
<b>EXPLORE</b> – Guided inquiry of sources to investigate the answer to a question					
1.					
<b>EXPLAIN</b> – Clarify understanding through reading/discussion					
1.					
<b>ELABORATE</b> – Students apply new knowledge or skills, extending their understanding in student-centered task				<b>Facilitation Notes and Reflections:</b>	
1.					
<b>EVALUATE</b> – Check for understanding, metacognition, refer back to compelling question					
1.					

## APPENDIX E: Civic and Family Engagement/ Taking Informed Action

Dear Families,

Social Studies empowers students to become inquisitive, informed, and engaged citizens who use critical thinking, inquiry, and literacy to prepare for college, careers, and civic life. Over the next week our 12<sup>th</sup> grade D.C. History social studies class will be working on a Cornerstone Project called THIS IS A PUBLIC SERVICE ANNOUNCEMENT. Please review the information below to help reinforce and extend your social studies student's learning as well as strengthen their role as a citizen in our democracy.

*Performance Task:* When should people fight for change? By the end of this Cornerstone, students will have created a recorded Public Service Announcement (PSA) advocating for a needed change in today's District and outlining the most effective method for other citizens to get involved with the movement.

*Communicating Results:* Students will spend three lessons critically analyzing protest tactics and social justice movements to evaluate the most effect means of bringing change to society. Students have the opportunity to apply their findings by focusing on the issue that currently means the most to them and calling for change through the most appropriate tactic. Students will use their cell phones (if permitted) or other forms of school-sanctioned technology to record their Public Service Announcements so that they may share these through the following, but not limited to, mediums of communication: social media, SnapChat, YouTube, email, and text messaging.

*Taking Informed Action:* This Cornerstone ensures that students are truly *informed* about all the possible choices before *taking action*. We seek to guide students through the transformation of becoming contributing citizens to their communities, which requires them to know about both the past and present fights to end injustice.

*How you can help*

- Share news items related to social justice issues, both past and present. If you have personal experience encountering injustice, share those stories.
- Talk with your students about the role of citizens and youth in advising the government. What role do you think young citizens should have in helping the government make good decisions?
- Consider taking your student to your local ANC meeting or other grassroots organization that they can experience.

Please contact me with any questions or concerns you have. If you have special expertise and would like to share it with us, please let me know.

Sincerely,

Social Studies Teacher.

**APPENDIX G: Background Readings and Resources****BACKGROUND READINGS AND RESOURCES FOR TEACHERS**

- Resource for better understanding of the goals and actions of the Consolidated Parents Group.
  - <http://americanhistory.si.edu/brown/history/4-five/washington-dc-2.html>
- The D.C. History textbook, *City of Magnificent Intentions*, has extended reading on the topics and time periods covered in this Cornerstone.
- Background reading on some of the tactics employed by Civil Rights Movement leaders.
  - <https://www.nps.gov/nr/travel/civilrights/strategy.htm>

# “Loving Your Enemies” (MLK)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## ■ "Loving Your Enemies"

American Decades Primary Sources. 2004.

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### Significance

King began his involvement in the struggle for civil rights during the 1950s. In this sermon, delivered in 1957 at the Dexter Avenue Baptist Church in Montgomery, he stated the basic principles that would guide his civil rights activity.

The Montgomery protest marked the beginning of a movement that challenged the traditional segregation practices of the South. In later years, Coretta Scott King, King's wife, noted that "Montgomery was the soil in which the seed of a new theory of social action took root. African Americans found in nonviolent, direct action a militant method that avoided violence but achieved dramatic confrontation which electrified and educated the whole nation." Montgomery, though, was just the beginning for King. Through the Southern Christian Leadership Conference, he continued his civil rights efforts not only in the South but also nationwide—often at the price of being arrested. Under his leadership, the March on Washington in 1963 brought together more than two hundred thousand people, including African Americans, whites, and members of other racial groups.

**SYNOPSIS:** *In these excerpts, King preaches why he believed that people should love their enemies. The most basic reason is that Christ commanded people to love their enemies. But there are a number of other reasons as well: Love is creative, not destructive; love produces understanding and goodwill; love breaks the chain of evil; hate distorts the personality of the hater; finally, love has redemptive powers.*

# Contrasting Tactics

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Question:** How did the efforts of Martin Luther King Jr. and Malcolm X contrast when influencing communities to participate in the civil rights movement?

MLK's Tactics	Malcolm X's Tactics