

To Kill a Mockingbird

Research Project

Your group will become experts on an assigned topic through **research** in order to teach the topic to the rest of the class. Each group will be assigned a topic to research in the computer lab. During research you will need to evaluate each website for its **credibility** and **accuracy**. **You may not use Wikipedia** and you must use at least **two different sources**.

After gathering the research for your topic you will create a **PowerPoint presentation**. Your PowerPoint presentation should be clean, focused, and should contain talking points instead of paragraphs of information. Your PowerPoint presentation should contain a **works cited page** listing the sources you used when compiling your information. If you find a very short video you may use it; however it **should not be any more than three minutes long**. Each presentation should include at least two images.

You will use your PowerPoint presentation as a visual aide when giving your **10 minute presentation** to the class. Keep in mind that **each person in the group should speak**. In addition, a good presentation is one where the presenters **do not** read the slides word for word but rather use them as que cards for the information they would like to share.

How you can break the project down:

1. Determine how to divide the work amongst the group members (ex. assign each group member a subtopic to research and create slides for)
2. Research the topic/subtopics
3. Create the PowerPoint presentation
 - make sure to review and edit the presentation
 - include a works cited page
 - include at least two images
4. Practice presenting (make sure to time your group to make sure you meet and do not exceed the time requirement)

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Research Project Topics

*www.history.com is a great reliable resource to use for research

- **The Great Depression**

- What is the Dust Bowl? How did it occur? How did it affect the economy?
- What is Black Tuesday and how is it significant to the Great Depression?
- What are Hoovervilles? Who lived in them? How did they get their name? What were they like?
- What is migrant labor? Why did it occur in the Great Depression? What was life like for migrant laborers and their family?

- **Jim Crow Laws**

(chnm.gmu.edu/courses/jackson/minstrel/minstrel.html)

& (www.jimcrowhistory.org/history/overview.html)

- What are minstrel shows and what did they have to do with Jim Crow laws?
- What was the relationship between African Americans and Whites in the South before Jim Crow Laws? What were Black Codes? How did the Jim Crow Laws begin?
- What is the Klu Klux Klan? When and where did this group start? Why did they start and what was their role in Jim Crow Laws and segregation?
- What was the relationship between African Americans and Whites in the South after Jim Crow Laws? What were the reasons for segregation? Why was resistance to segregation so difficult?
- What are some examples of Jim Crow Laws?

- **Civil Rights Laws** (www.toptags.com/aama/docs/jcrow.htm)

- What are the Thirteenth, Fourteenth, and Fifteenth Amendments? What were their roles in the fight for equal rights for African Americans?
- What are the Civil Rights Acts of 1866 & 1875? What were their roles in the fight for equal rights for African Americans?

- What was the purpose of the Enforcement Acts of the 1870s? Did they work? Why or why not?
- How were the following court cases influential for the Civil Rights Movement: Plessy v. Ferguson (1896), Cumming v. Board of Education (1899), Brown v. Board of Education of Topeka, Kansas (1954)
- **Civil Rights Movement**
 - How was the Brown v. Board of Education only the “tip of the iceberg” for the Civil Rights Movement?
 - What was the Montgomery Bus Boycott? What was the boycott’s role in the Civil Rights Movement?
 - What were the Southern Christian Leadership Conference and the NAACP? What were their roles in the fight for equal rights for African Americans?
 - What were the Birmingham protests, the March on Washington, Freedom Summer, and the Selma to Montgomery March? What effect did they have on the movement?
 - Describe the rise of Black Nationalism and how this brought about group such as the Black Panthers and leaders like Malcolm X.
 - What was life like after the Civil Rights Movement was considered over? Were there still prejudices?
- **Popular Civil Rights Trials and Events**
 - Describe the events surrounding the Scottsboro Trial.
 - Describe the events surrounding the death of Emmett Till. Who is Emmett Till? How did his death help spark the Civil Rights Movement?
 - What were the events surrounding the disappearance of the three CORE civil rights workers on June 21, 1964? How did this bring national attention to the Civil Rights Movement?
 - Describe the Birmingham Church bombing and the effect it had on the Civil Rights Movement.

To Kill A Mockingbird Research Project
Grading Rubric

	5	4-3	2-1	0	Score:
Language (L.9-10.1 & 2)	The oral (speech) and visual (PowerPoint) parts of the group's presentation followed the conventions of standard English grammar with no mistakes. There were no spelling, capitalization, or punctuation mistakes.	The oral (speech) and visual (PowerPoint) parts of the group's presentation followed the conventions of standard English grammar with no more than three mistakes. There was three or less spelling, capitalization, or punctuation mistakes.	The oral (speech) and visual (PowerPoint) parts of the group's presentation contained five or more mistakes in the conventions of standard English grammar. There was five or more spelling, capitalization, or punctuation mistakes.	The group failed to present.	/5
Speaking & Listening (S.L.9-10.2, 4, 5, & 6 R.I.9-10.1, 2, & 8)	The PowerPoint presentation contained multiple credible and accurate sources of information presented in at least two formats (pictures, text, video). The information was visually and orally presented clearly, concisely, and logically in a way that listeners could follow. The presentation was appropriate for task, purpose, and audience.	The PowerPoint presentation contained multiple sources of information presented in at least two formats (pictures, text, video). The information was mostly presented clearly, concisely, and logically in a way that listeners could follow. The presentation was appropriate for task, purpose, and audience.	The PowerPoint presentation contained only one source of information presented in only one format. The information was not presented clearly, concisely, and logically in a way that listeners could follow. The presentation was not appropriate for task, purpose, and audience.	The group failed to present.	/5
Research (W.9-10.7 & 8)	The group demonstrates a full understanding of the subject under study and answered all research questions by using advanced searches effectively. They were able to accurately integrate at least two sources of information into their project without plagiarizing.	The group demonstrates an understanding of the subject under study and answered most research questions by using searches effectively. They were able to integrate two sources of information into their project without plagiarizing.	The group demonstrates a vague understanding of the subject under study and answered only a few research questions by using searches. They were able to integrate one source of information into their project without plagiarizing.	The group failed to present.	/5

Group Member Evaluation Rubric

Group Member Name:

3	2	1	0
<p>* The group member participated effectively in collaborative discussions with all group members. * When discussing the project the group member built on other members' ideas and contributed their own ideas clearly and persuasively. *They were always prepared for group work. * They helped with decision making, setting goals and deadlines while effectively completing their individual work for the group project. * The group member stayed on task during discussions, propelled discussions with questions and responded thoughtfully to others' questions or comments.</p>	<p>* The group member participated effectively in collaborative discussions with most group members. * When discussing the project the group member built on other members' ideas and contributed their own ideas, however these ideas were not always clearly explained. *They were usually prepared for group work. * They sometimes helped with decision making, setting goals and deadlines while completing their individual work for the group project. *The group member didn't always stay on task during discussions, or propel discussions with questions and respond thoughtfully to others' questions or comments.</p>	<p>* The group member participated effectively in collaborative discussions with very few group members. * When discussing the project the group member rarely built on other members' ideas or contributed their own ideas. * They were rarely prepared for group work. * They rarely helped with decision making, setting goals or deadlines while completing their individual work for the group project. * The group member rarely stayed on task during discussions, or propelled discussions with questions nor did they respond thoughtfully to others' questions or comments.</p>	<p>Group member did not contribute to any part of the project.</p>