A curriculum for teaching black history: Civil Rights Movement to middle school students using technology

Rukiya Isoke

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A Curriculum For Teaching Black History: Civil Rights Movement
To Middle School Students Using Technology

Master’s Project

Submitted to the Faculty
of the Master of Science Program in Secondary Education
of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By
Rukiya V. Isole

In partial Fulfillment of the Requirements
For the Master of Science Degree

November 14, 2001

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Black History: Civil Rights Movement
To
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Using Technology

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National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

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Special thanks to:

Victoria Diaz and Jerrod Floyd-Isoke, my children; Camille Aidala, NTID, David Anderson (Sankoffa), Gerry Bateman, NTID, Catherine Clark, NTID, Michelle France, Oliver France, Marilyn Hughes, Al Smith, NTID, George Whelehan, and Hope Williams, NTID, for their assistance, interest and support.
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Overview

This curriculum contains unit plans for teaching African American Studies, Civil Rights Movement: Voting Rights to middle school students, bi-weekly, for eight weeks, eighty minutes per period. The unit plans have been designed based on the New York State guidelines for teaching Social Studies.

As a Teacher of the Deaf, I aimed to develop this curriculum to specifically target Deaf/Hard of Hearing students. However, it can be used to teach Deaf/Hard of Hearing and hearing students. This curriculum will utilize multiple disciplines, various instructional strategies, and technology.

It is visual, with a lot of hands-on and some interactive activities. There are student-led activities to develop critical thinking and problem solving skills. In doing so, students play an active role in their learning with the necessary support provided by the teacher. This will motivate the students, they will become excited about school and learning, and this will get them actively involved in their learning process. When students feel they are part of the learning process, they tend to become more concerned and actively involved in the classroom.

The student will be able to work independently at his/her own pace, make new discoveries, and share information (via classroom/school e-mail ONLY, Web boards, class discussions, class presentations and group discussions). The students will also be given the opportunity to experience discussions with other classes via video conferencing. This Curriculum includes the opportunity for cross-disciplinary collaboration with the English and Technology Teacher. The student will know what is expected, where to go to seek information, and when to consult with the teacher.

The unit plans include objectives, procedures and suggested activities that include the use of technology. This unit plan is intended to be used as a guideline to assist teachers in developing their instruction and critical thinking activities in African American Studies or related topics. The unit plans can be altered and adapted as needed to address the age group, class body or individual.

In a perfect world one envisions having all the resources needed to support such a curriculum as is readily available. However, I have considered that in a not so perfect
world both the student and teacher may not have access to the technology portion which is suggested throughout the curriculum. It is my hope that computers will be accessible at school (classroom, lab or library), the public library, or at home. In the event equal access is not available to any student, it is suggested that the teacher uses the technology portion as an option and print all of the information for students from the Web to be used as handouts. Assignments, which require the use of technology, should be accepted as written assignments.

Note: This curriculum has been developed with the assumption that the classroom/school, students and parents have access to computers & video conferencing capabilities.
Unit Plan

Grades: 6-8

Subject: African American Studies: Civil Rights Movement, Voting Rights

Overview of Unit Plan: In this unit plan, students will be able to discover how the struggle for voting rights made an impact on the freedom, rights and opportunities that are available to African Americans and other minorities today.

Suggested Time Allowance: 8-10 weeks (depending on size of class/oral presentations)

Objectives: Students will:

1. Discover contributions made by African Americans
2. Develop critical thinking skills
3. Develop problem solving skills
4. Identify past & present problems
5. Investigate possible solutions for problems discovered
6. Become familiar with Bill of Rights Amendments 12-26, memorize Amendments 13, 15, 19, 24, 26 and make connections to the importance of these amendments and how they relate to their lives today
7. Discover the factors that contributed to the oppression of African Americans
8. Learn about key individuals during the Civil Rights period
9. Increase their knowledge of history though investigation and research for facts
10. Create a timeline, 1950-2001, marking historical events
11. Become familiar with the African American Organizations then and how they have impacted our lives today
12. Know key dates which marked important times during the Civil Rights Movements
13. Discover how laws have shaped America and how the laws have influenced Americans life

Topics:

1. Using the library
2. Using the computer
3. Using the Internet (Safety Rules/Parents Permission)
4. How to use the website
5. Overview of ending slavery
6. Amendments
7. Civil Right Leaders
8. African American Organizations
10. African American Politicians
11. Voting today

Materials:
- Handouts
- Pens/pencils
- Paper
- Composition book
- Overheads
- Computer
- Microsoft Office 98 or higher
- 1 2” Binder
- 1 1½” Binder

Resources:
- Microsoft Encarta Africana 2000
- Harmon Rod L, 2000 American Civil Rights Leaders
- Lucas Eileen, 1996 Civil Rights: The Long Struggle
- Meltzer Milton, 2001 There Comes A Time: The Struggle for Civil Rights
- Rasmussen R. Kent, 1997 Farwell to Jim Crow: The Rise and Fall of Segregation in America
- Vernell Marjorie, 2000 Leaders of Black Civil Rights
- Internet access
- Curriculum resources are available on website http://idea3.rit.edu/rukiya
Activities:

- Class discussion on topic for the day (critical thinking and problem solving)
- Student will lead class discussions (teacher’s role is facilitator)
- Small group discussion
- Vocabulary
- Portfolio
- Field trip via the Internet
- Re-enactment of topic (art, poem, song, demonstration, collage, create a story)
- Research paper on an African American during the Civil Rights Movement, Voting Rights
- Group presentation on African American Politicians (1965-2001)
- Guest speakers
- Every Wednesday the students will lead the activities for the day (one 40 minute period)
- Creation of a class newspaper/newsletter on discoveries made related to various topics discussed in class and or current related topics
- Extra credit (up to five points). Students will be encouraged to share the newspaper/newsletter with two people. One person must be an adult.
- Word Scrambles
- Crossword Puzzles
- Web board- A place where the teacher and students can pose questions, answers and solutions (accessible by teacher and students only and will require a password and individual e-mails)
- Journals
- Create a time line from 1950’s-2001
- A Ticket to Get Out of Class: What did you learn today or what didn’t you understand fully?
- Submission of questions or comments to the Web board
- Quizzes (must know information, bulletin board writings, journal writing, “Ticket to Get Out of Class” and lack of portfolio information)
- Free writing on a specific topic, event or person
Final exam (40% of questions will be created by students)

* Picture essays
* Class discussion with other classrooms on topic of the day via video conferencing
* Computer access outside the classroom (2-4 periods, 40-minutes)
* Current events on topic or related topics

**Evaluation/Assessment:** Students will be evaluated based on:

- Homework and class assignments 10%
- Electronic bulletin board participation 5%
- Journal writing 5%
- Class Project 10%
- Portfolio 15%
- Random quizzes 10%
- Final exam (teacher made) 20%
- Full class and small group discussion 10%
- Research paper/Oral report (group/individual) 15%
- Approved extra credit not to exceed more than 10%

100+ =A+ Above Outstanding
95-100 =A Outstanding
85-94 =B Very Good
75-84 =C Average
65-74 =D Below Average
Below 64 =F No effort put forth

**Additional Hours & Contact Information:**
Tuesday & Wednesday: 2:30-4:00pm
Appointments can be made in advance
Office: LBJ-2630
Phone: 475-5333 v/tty
E-mail: rvicis@rit.edu
Week 1

Day 1- Review of syllabus and assignments

Objectives
The student will be able to:
- Know how to read the syllabus
- Know what is expected of them (projects, journals, portfolio, and student lead discussions)
- Know where to find reading assignments
- Know the various topics we will cover
- Contact the teacher via e-mail
- Know who the members are in his/her group and how to contact each member

Materials
- Voting Rights syllabus
- Computer with Internet connection
- 2” Binder
- 1½” Binder
- 1” Binder
- Composition notebook
- Handout

Procedures
The teacher will:
- Read over each section of the syllabus
- Ask a volunteer to explain and give an example of what the requirements are
- Clarify missed points, emphasize and modify when necessary
- Before proceeding with a new section of the syllabus, inquire to see if someone have questions
- Show an example of the kind of binders and notebook needed for notes, portfolio and journal; what format to use in setting up the binders and composition notebook; what information is expected to be collected for portfolio.
- Describe class project (newsletter) and research project and show examples of finished products
- Select team members for group project
- Probe for student’s talents (computer, art, planning, organizing, fast typing skills, etc.)
- Convey and demonstrate how written and journal assignments will be accepted. All written assignments must be typed, double spaced, font size 10-12, or written neatly in blue ink. Student must decide which format he/she will submit their journaling (ONLY one format will be accepted). Journals can be typed using the same font guideline above, e-mail or written neatly in composition notebook in blue ink. If student opts to type and or e-mail their journal, the journals must be printed out and kept in a separate 1” binder.
- Require team members (the students) to create a listing of everyone’s name, phone and e-mail address.
- Require each group to select a group name

Activities Options

- Ask for a transcriber to write a list of various ways to leave a note for their friend to meet them at Horizons skating rink at 7pm. The class will tell the transcriber what to write on the board. Once the list has been created, teacher can tie in how written and journal assignments are accepted in a variety of ways to allow the students to use the method that best suits them.
- Ask students to break into two groups. Group one will discuss ways to collect family information from 1950’s to now. Group two will discuss what kind of information should be collected. Each group will need a recorder and a presenter of their findings. After each group discusses their findings, the teacher will tie in similar items that are expected in the portfolio pointing out why these items are important. The students should be told this is another method of evaluating what the student has learned.
- Various questions can be asked to get the students in gear for teacher’s expectations in the syllabus. Making connections helps the students understand why the requirements are important and how they can use the information to retain what is learned and share with others.
- Warm up activity (10 minutes max): each student should walk around the room and introduce him/herself to three students he/she doesn’t know. Without paper or pen each student should be able to introduce to the class at least one student they met today in class.
- Ask each student to write on a piece of paper their name, their future career, and one task he/she prefers to avoid and one task he/she enjoys doing. This information will help the teacher to begin formulating groups/teams for the upcoming class and group project. (Teachers don’t forget to collect this valuable information!)

Evaluation

- Randomly call upon students to answer questions regarding the syllabus: Web board, portfolio, class newsletter, journals and projects.

Homework

- Begin designing an introduction/cover page for your notes binder, portfolio & journal notebook / binder.
- By class four (4) the following items are to be brought to class:
  - Composition notebook
  - 10 dividers
  - 2” Binder
  - 1 ½” Binder
  - Spiral notebook
  - 1” Binder (if you choose to e-mail or type your journal)
Week 1

Day 2- Introduction to Computer and Library

Objectives

The student will be able to:

- Explain what is hardware
- Explain what is software
- Use a computer to create documents (word processing, clip art and Power Point)
- Know library courtesy rules
- Look up information and find the material in the Library

Materials

- Computer
- Microsoft Office 98
- Overheads
- Handouts
- Paper
- Pen

Procedures

The teacher will:

- Introduce what is a computer and explain the difference between hardware and software
- Demonstrate how to use Office 98: word processing, clip art and Power Point
- Review library courtesy rules
- Take class to the school library to demonstrate how to look up information (newspaper clippings, photos, books, music and video), how to use reference sources, guides and equipment (computer and microfiche readers)

Activity Options

- Students can work in groups to compile a list of effective ways to find material in the library.
- Have students work in groups to create a one-page document on computer hardware verses computer software. The students must create the document in word processing or PowerPoint integrating word art and/or clip art.
- Allow student to lead a short class discussion on effective ways to find research topics in the library. Teacher role is facilitator.
- Take the students to a public library and allow the students to demonstrate how to find various materials in the library.
Encourage students to take home an application to apply for a public library card. Reminding students to have their parents follow up on returning the application to the nearest library. Offer extra credit of 2 points to those who bring in their library card by a specific date.

**Evaluation**

- Each student will write a reaction paper listing three important points on finding research in the library, library courtesy rules and how to create new document in word processing or Power Point. Unfinished reaction paper can be completed as homework.
- What did you learn today? One point from three volunteers.

**Homework**

- Unfinished reaction paper
Week 2

Day 1 – Class Website, Web boards and Internet Searching

Objectives

The student will be able to:

- Use a computer to search for information
- Log in and Navigate in the class African American website
- Post to the class Web board
- Use the Internet (* Safety Rules/Parents Permission)
- Look up information in the public library via the Internet
- Add proper reference in written documents (website, books, magazines, video)

Materials

- Computer with Internet connection
- Overheads
- Handouts
- Paper
- Pen
- Internet safety rules
- Internet permission slip

Procedures

- Seven to ten-minute discussion led by the students on what they have learned on yesterday. Teacher can begin discussion by saying, “the best hardware to use for word processing is Microsoft Word.” If no one comments, the teacher can say, “who agrees with me and why?”
- The teacher will demonstrate how to log on to the class website
- The teacher will review safety rules on using the Internet and show students how to find the safety rules and parent permission slip on the African American Studies website
- The teacher will explain what a Web board is, how often it should be accessed by the student, and why it is important to include this as a supplement and/or alternative to class discussions
- The teacher will demonstrate how to search for information on the Internet
- The teacher will provide information and examples on how to reference books, video, newspaper, websites and magazines in research paper
- Pass out hard copies of the Internet safety rules & permission slip

Activity Options
- Students can take turns finding various items on the class website ONLY (until permission slips for Internet use are signed by parents).
- Students can work in groups to list Internet safety rules and state why each safety rule is important.
- Ask students to recall the discussion two days ago regarding methods to communicate with each other. The teacher can demonstrate how the Web board can be used as another means to send group messages and add additional ways to continue a discussion, get clarification on homework assignments, understanding the reading assignment and or do group assignments.
- Critical Thinking: Should there be Internet safety rules? Why? Are there any Internet safety rules that should be eliminated? Why? Are there any Internet safety rules they feel should be added? Why? Three or four groups can be formed to discuss and answer each question. Remind the students there should be three good points to support all answers. The groups can use reference, concrete evidence, or persuasion. Support can be provided by using: school/class Internet safety policy, books, magazines, newspaper, law, policy or website.
- Distribute a list of books to students. Ask each student to pick out one book he/she wants to look up in the public library via the Internet.

**Evaluation**

- In your journal, use two full pages to answer the question you selected from the teacher’s basket today.
- Ticket to get out of class: What did you learn today or what didn’t you understand today?

**Homework**

- Study handouts and notes from today and Week 1, Day 2 (computer & library), quiz tomorrow
- Parents Internet permission slip
- Read Chapter 1, A Strange Idea: How Segregation Worked “Jim Crow”, page 1-11, Farewell to Jim Crow: The Rise and Fall of Segregation in America by R. Kent Rasmussen
Week 2

Day 2 – Jim Crow

Objectives

The student will be able to:
- Know & define vocabulary words
- Explain what Jim Crow laws are
- Compare life for African Americans in the North and South during the 60's – 00.

Materials

- Quiz on: Class website, Internet safety rules, library searching and courtesy rules and how to reference books, video, website or magazine information in a research paper
- Book, Farewell to Jim Crow: The Rise and Fall of Segregation in America by R. Kent Rasmussen
- Overheads
- Handouts
- Paper
- Pen

Procedures

- Teacher will check for items (composition notebook, dividers, 2" binder, 1 ½” binder and 1” binder if student decides to e-mail or type journal) students were asked to bring items today
- Free writing exercise on Jim Crow
- Students will demonstrate how the Jim Crow laws worked
- Teacher will review vocabulary words and ask students for additional vocabulary words

Activity Options

- Ask students who know how to pronounce vocabulary words
- Ask students for meaning of vocabulary words
- Give three students privileges through the class/day for specific things. The remainder of the class will not have the same privileges or ease of accomplishing the task. (Example: The three students will be able to sharpen pencils using the electric sharpener any time and as often as they would like. The remainder of the class I will give a total of 10 pennies. The students will be able to use the pennies
to access manual services. If they wanted to sharpen their pencils or use any thing in the classroom, they will need to pay 1 cent and or they may need to render a service for me before getting/accessing the service for themselves.

- Have privileged students be panelists to answer questions of the students who did not have the same privileges. This discussion should lead into the reading of last night on Jim Crow laws.

- Divide students in two groups. The students that did not have privileges would be group #1. They should discuss how it felt to have a rule for some and not for the full class. Group #2 would consist of the students that had privileges. They should discuss how they felt having freedom to do any thing. One person is selected from each group to lead a discussion on the groups’ conclusion.

- Critical Thinking: Why do you think these laws were enacted? If you were living during that time period, what would you have done or said differently to persuade people that we all should have equal rights. How would you have demonstrated that? Do you feel today there are school/classroom rules that apply to some and not others? If so what are they? How can the class work to bring about change? Are there any public laws that separate any group of people? What are they? Some of these critical thinking questions can be used for a deeper class/group discussion or individual answering.

- Place the critical thinking questions in a basket at the end of each question indicate the method the student is expected to supply his/her answer by a short informal 5-minute class presentation/discussion or by writing a two page journal entry. Those who present in class must write a note in their journal to the teacher on how he/she feels they did in presenting or leading the class discussion and how can he/she improve the next time.

- Each student will pull one critical thinking question from the teacher’s basket and write one or more page answer to their question.

- Have students pick a number from 1-4 from the teacher’s basket. They are to journal one page on the following topic depending what their number is: 1. What are Jim Crow laws? List 7 examples. 2. About what time period did Jim Crow laws appeared and why? 3. When were Jim Crow laws done away with and what lead to abolishing Jim Crow? 4. Who pushed to have these laws abolished?

**Evaluation**

- Each Student will list on the board from important groups of information they learned as a class. Different students will list one thing under each group that is important about the topic. The teacher will sum up and provide other points that are of importance that were missed by the students.

- Ticket to get out of class: Give an example of one Jim Crow law.

**Homework**
Read Chapter 1, A Strange Idea: How Segregation Worked “Jim Crow”, page 12-22, Farewell to Jim Crow: The Rise and Fall of Segregation in America by R. Kent Rasmussen

Demonstrate in picture collage, poem, song or drawing how the Jim Crow laws divided people. Be prepared to share your creation/thoughts with the class

Group “A” will be leading the first half of class tomorrow
Week 3

Day 1 – Conclusion of Jim Crow and Students Lead Class

Objectives

The student will be able to:
- Identify racial segregation
- Draw conclusions and provide their opinion on the Jim Crow laws time period
- Critique each other’s summary of Jim Crow
- Provide constructive criticism/feedback
- Lead a class discussion making discoveries on how the government had various laws defining “race”

Materials

- Book, Farewell to Jim Crow: The Rise and Fall of Segregation in America by R. Kent Rasmussen
- Computer
- Overheads
- Handouts
- Paper
- Pen

Procedures

- Collect Homework Creations
- Student group will lead the class (Teacher role facilitator)

Activities Options

- Students randomly will illustrate their creation and will summarize in 2-3 minutes why they created the particular display to exhibit Jim Crowism division. All the students have been given an evaluation sheet with everyone’s name on it to critique by using one word in each column.
- Students will then verbally critique each creation constructively

Evaluation

- Pop quiz

Homework

- In your journals, write a one page comment to this question: Did the Jim Crow laws affect the African American soldiers that fought in the Civil war? How or how not and why or why not?
- Bring your binder in tomorrow
Week 3

Day 2 – Amendments 12-15, 17, 19, 20, and 22-26

Objectives

The student will be able to:
- Identify Amendment 12-15, 17, 19, 20, and 22-26
- Recall Amendment 13, 15, 19, 24, and 26
- Tell why the above Amendments were created
- Explain the affects the above Amendments have on voting rights of today
- Compare and contrast voting rights of 1950 with voting rights of 2001
- Discover how the above Amendments opened doors for African American Politicians
- Describe how the Amendments reshaped America
- Group Amendments (Civil Rights, Voting Rights, Election Process)

Materials

- Computer
- Internet
- Overheads
- Teacher made materials
- Handouts
- Paper
- Pen

Procedures

- Teacher will lead students into a full class discussion on the above Amendments
- Students will discuss and compile one diagram of the Amendments that should be grouped together.
- Teacher will check binders

Activities Options

- Have the students individually develop a diagram grouping the above Amendments (Civil Rights, Voting Rights, Election Process)
- On 3x5 cards write: Under 18, African American, Poll Tax due $1,000, and Female. On the back of each card write the Amendment and year the Amendment was passed. Pass one card to each student. The class would play a game “I can vote” The teacher will provide different scenarios and ask the students who can vote to stand up. Those who stand will tell the class why they can vote.
• Have students suggest which three methods should be used for students to select an Amendment to demonstrate. Then allow the students to vote on one of the three methods suggested to select an Amendment.
• Put all the Amendments in a box, allow the students to select one Amendment from the box. Students will use their creativity to demonstrate their amendment individually and/or in groups.

**Evaluation**

• Matching quiz on Amendments

**Homework**

• Each student has been given one Amendment to research. Bring to class as much information about your Amendment you can provide information from Library or Internet. Research can include any newspaper, magazine, pictures, or book.
• Memorize Amendments 15, 19, 24 and 26
Week 4

Day 1 – Conclusion of Amendments

Objectives

The student will be able to:

- Identify Amendments that played a part in providing new rights for all Americans
- Work in teams to develop a final product
- Develop, construct and organize a class newsletter
- Search the Web for information related to upcoming projects
- Know what is expected of them for the final research paper and oral presentation

(Due Week 10/day 1, Oral Presentation Week 10/day 1 & 2 (video conference with Jefferson Middle School))

Materials

- Research materials on Amendments
- Computer
- Internet
- Teacher made materials
- Overheads
- Paper
- Pen

Procedures

- Teacher will introduce students to upcoming research paper and oral presentation.
  Topics: African American Leaders and Organizations during the Civil Rights: Voting Rights and African American Politicians.
- Using the diagram on the white board developed by the students on yesterday, the teacher will group students by Amendment assignment from last night homework.
- The Technology teacher and Social Studies teacher will combine class to allow the students to have a triple block (120 minutes) to work on class newsletter and start final paper.

Activities Options

- Teacher will review expectations for research paper and oral presentation
- Class newsletter: Break class into 3-4 groups, each group will be assigned Amendments by groupings (Civil Rights, Voting Rights, Election Process). Each group will use the computer to compile a summary of the Amendment, including why it is important, using clip art to make the newsletter visual. One representative from each group will sit with me to compile all the information from the groups and produce the final newsletter.
- 10 minutes- Teacher select groups, discuss project and answer questions
- 15 minutes- Groups assemble and develop plan on how to present their
Amendments
40 minutes- Groups work on computer developing each section of the newsletter
20 minutes- Compiling the final document
15 minutes- Teacher will explain research paper/oral presentation and answer
questions
20 minutes- Students will use the Internet to do some research for their research
paper

Evaluation

Students will write from memory Amendment 15, 19, 24 and 26 in their journal
(Those who are typing or e-mailing me their journal entries will need to write the
information on line paper. The information can be typed with the original graded
journal entry attached to the typed journal.

Homework

- If your last name begins with (A-M) - Read Chapter 5, Civil War and
  Emancipation, page 67-82, Farewell to Jim Crow: The Rise and Fall of
  Segregation in America by R. Kent Rasmussen
- If your last name begins with (N-Z) - Read Chapter 4, Liberation—and After?,
  page 28-41, There Comes A Time: The Struggle for Civil Rights by Milton
  Meltzer
- Write down vocabulary words you did not know and 10 points you would like to
discuss on tomorrow
Week 4

Day 2 – Civil War/ End of Slavery

Objectives

The student will be able to:
- Contrast life for African Americans in the South vs. North
- Draw conclusions on how the Civil War helped to provide new freedoms for African Americans and other minorities through Amendments 13 – 15.
- Recognize how Amendments began reshaping America
- Compare troop participation in Civil War vs. Gulf War
- Explain how discrimination affected African Americans in 1800 and how it continues to exist among Americans today

Materials

- Book, Farewell to Jim Crow: The Rise and Fall of Segregation in America by R. Kent Rasmussen
- Book, There Comes A Time: The Struggle for Civil Rights by Milton Meltzer
- Notes provided by teacher
- Computer
- Map
- Overheads
- Dictionary
- Handouts
- Paper
- Pen

Procedures

- Teacher will review vocabulary words
- Students will present unknown words in the reading
- Teacher will show a map of the Northern and Southern states
- Students will lead discussions on discrimination, Amendments 13-15, life in the South vs. North

Activities Options

- Provide dictionaries to five students. As vocabulary words are reviewed, have students provide a meaning for each word. If students do not know the meaning of a word allow the first student of the five to find the word and read the definition to the class.
- A U.S. map is displayed of the North and South (Maine-Florida). Ask for a volunteer(s) to come up and lead a discussion of what this map represents in relation to last night’s reading.
Divide the class into two groups (A-M) and (N-Z). Using last night's home assignments, each group should share their 10 points from the reading and summarize them. Be prepared to discuss key people, crucial dates and events that occurred in your reading from last night. Select a notetaker and spokesperson from your group to lead in a joint class discussion.

**Evaluation**

- In your journal write a paragraph why each of these dates are important: 1861, 1865, 1868, 1870
- Ticket to get out of class what did you learn today or what should we have discussed more.

**Homework**

- Map worksheet on Northern and Southern states
- Read Chapter 5, Separate—and Unequal, page 42-50, *There Comes A Time: The Struggle for Civil Rights* by Milton Meltzer
Week 5

Day 1 – The Beginning...Separate and Unequal

Objectives

The student will be able to:

• Draw conclusions on how the Civil Rights Movement began
• Discover how education played an important part in the advancement of African Americans
• Compare and contrast life for minorities, deaf individuals and the handicapped
• Analyze the difference between Jim Crow vs. Separate and unequal

Materials

• Book, There Comes A Time: The Struggle for Civil Rights by Milton Meltzer
• Teacher made materials
• Overheads
• Handouts
• Paper
• Pen

Procedures

• Students will review vocabulary words
• Students will go to the library for research on Lynching, Tuskegee Institute, Plessy vs. Ferguson and Milan Conference

Activities Options

• Ask for a volunteer to review vocabulary words
• Short class discussion on comparing Jim Crow vs. separate and unequal. Do they differ? How? Are they similar? How?
• Have the students select one of these subjects: Lynching, Tuskegee Institute, Plessy vs. Ferguson and Milan Conference. Students will go to the school library to research their selected topic. Each student will provide a two-page overview of his or her topic. (If paper is not complete by the end of class, it can be completed as homework.)

Evaluation

• Verbal summary continuation. One student starts by summing up one thing he/she learned today. The next student picks up and continues on that topic. The summary topic can be changed by carefully introducing the new topic without abruptly ending the original topic.
**Homework**

- Tomorrow there will be three guest panelists (Mrs. James—a deaf student in 1960s', Dr. Andrews—great grandson of a slave family, and Ms. Jimerson—an educator during the 1960's). From your research and reading, prepare two questions for each panelist.
- From the list of topics received in class, write down your topic for your final research and oral presentation and submit your chosen topic to the teacher tomorrow.
Week 5
Day 2 — Conclusion of The Beginning...Separate and Unequal (Panel Discussion)

Objectives

The student will be able to:

- Describe how separate and unequal affected the lives of African Americans, Deaf individuals, women and other minorities.

Materials

- Paper
- Pen

Procedures

- The guests will introduce themselves and give a brief background on their life.
- Three students will act as the monitor and read the questions to the panelist.

Activities Options

- The students prepared two questions for each panelist for last nights’ homework. Using three students to read questions, assign one student to a panelist. One of the three students will be given the opportunity to present a question to one of the panelists; the students will rotate asking questions until the questions are all read.

Evaluation

- In written format the student will provide one event that has been covered for each panelist who represents separate and unequal along with a brief explanation as to why it was separate and unequal

Homework

- Read Chapter 2, Fundamental Rights, page 9-16, Civil Rights: The Long Struggle by Eileen Lucas
- Read Chapter 1, A Brief History of the Civil Rights Movement, page 12-22, Leaders of Black Civil Rights by Marjorie Vernell
- Bring binder in tomorrow
Week 6

Day 1 – Intro To Civil Rights

Objectives

The student will be able to:
- Discover what Civil Rights are
- Discover what the Civil Rights Movement was about
- Recall the various protests that took place during 1954-1965
- Locate key locations where protests took place
- Organize the chain of events that led to the Civil Rights Movement
- Compare movements of today with the Civil Rights movement

Materials

- Book, Leaders of Black Civil Rights by Marjorie Vernell
- Book, Civil Rights: The Long Struggle by Eileen Lucas
- Computer
- Internet
- African American Studies-http://idea3.rit.edu/rukiya
- Overheads
- Handouts
- Paper
- Pen

Procedures

The teacher will:
- Engage the students in a discussion of the Bill of Rights
- Provide a map of the USA for students to mark key locations where some Civil Rights protest took place
- Provide pictures from Civil Rights Movement
- Check binders

Activities Options

- Using various pictures from the Civil Rights Movement, have the students talk about what is taking place in the pictures.
- Divide the students into groups. Using various pictures from the Civil Rights Movement have the students write a brief paragraph on what is happening in the picture.
- Using a USA map, the students will find and mark key locations where various protests took place.
- Full classroom discussion on the Civil Rights Movement
• Critical Thinking: Do you think the Civil Rights Movement made life better for you today? If so how? Would you handle the protests the same or different? Why? What would you have changed? Why?

Evaluation

• Using different pictures from the Civil Rights Movement that were not use during class discussion, have students choose one picture. In their journals they will write about what is taking place, the time period, key individuals, the outcome of the protest and conclude with how the protest improved the lives of Americans today.

Homework

• Unfinished journaling can be completed for homework
• Read the Introduction, Seven Who Fought for Civil Rights, page 8-11, Leaders of Black Civil Rights by Marjorie Vernell
• Group “B” will be leading the first half of the class tomorrow
• Continue to work on your final project
Week 6

Day 2 – Overview of Civil Rights Leaders (Students Lead Class)

Objectives

The student will be able to:

- Become familiar with some of the Civil Rights Leaders and African American Organizations

Materials

- Book, *Leaders of Black Civil Rights* by Marjorie Vernell
- Computer
- African American Studies- [http://idea3.rit.edu/rukiya](http://idea3.rit.edu/rukiya)
- Overheads
- Handouts
- Paper
- Pen

Procedures

- The students will review vocabulary words and meaning
- The students will provide a learning or review activity on last nights reading
- The teacher will provide a review of last class, Intro to Civil Rights, week 6, day 1.

Activities Options

- Distribute a worksheet “Who am I”? The questions on this worksheet will cover individuals from last night’s reading and from readings from A Brief History of the Civil Rights Movement. Then divide the class into four teams, have them complete the worksheet “Who am I” as a team. Review the answers with the class by asking the questions in random order; the team who knows the answer to the question will ring their bell. The team that can answer the most number of correct answers will be provided with a prize.

Evaluation

- Ticket to Get Out of Class list the names of Civil Rights leaders you knew about and a list of Civil Right leaders you did not know.

Homework

- You are to read ONLY the number you selected from my basket. Make a detail outline of the Civil Rights leader.

*Leaders of Black Civil Rights* by Marjorie Vernell
Make a list of words with definitions that you did not know.

Please invite your parent to attend the following classes:
- Week 8, Day 1 – Voting Rights (Video Conferencing)
- Week 8, Day 2 – Conclusion of Voting Rights & Guest Speaker from Monroe County Board of Elections
- Week 10, Day 1 & 2 – Presentation/Video Conferencing

All classes above will be held in the auditorium
Week 7

Day 1 – Civil Right Leaders (Voting Rights)

Objectives

The student will be able to:
- Know backgrounds about different Civil Rights leaders
- Know what contribution each Civil Right leader played in the Voting Rights movement

Materials

- American Civil Rights Leaders by Rod L. Harmond
- Leaders of Black Civil Rights by Marjorie Vernell
- Computer
- The King Center-http://www.thekingcenter.com
- Overheads
- Handouts
- Paper
- Pen

Procedures

- The students will share vocabulary words and definition
- The students will share information they discovered about Civil Rights leaders who participated in the movement for African Americans right to vote
- The students will post comments or questions on the Web board
- The teacher will guide the students to The King Center via Internet
- The teacher will begin to review draft of individual final research paper

Activities Options

- According to the reading assignment several students read about the same Civil Rights leader through the voice of different authors. Group the students together who read about the same leader. Using the outlines from last night’s homework, they will equally present to the class what they read about their specific leader. The groups have 5 minutes to pull ideas together and 5-7 minutes to present, 2-3 minutes to answer questions. Who was involved with the Voting Rights, Web board writing?
- Each student is required to make additional comments or present additional questions about the Civil Rights leaders to the Web board.
- Internet field trip to The Martin Luther King Center.
- When class assignments are completed, students will place their name in the basket on teacher’s desk. Teacher will call students one by one to meet with the teacher to discuss the progress of the final research paper.
Evaluation

- Free writing exercise. Teacher will call out one of the Civil Rights leaders name and for 2 minutes the students will write as much information they have learned about that leader. Repeat this until you have covered the leaders discussed today.

Homework

- Search and Find from:
  American Civil Rights Leaders by Rod L. Harmond
  Leaders of Black Civil Rights by Marjorie Vernell

- Below is a list of Organizations. Using the textbook you used to read about your Civil Rights leader, find out the following information about as many of the organizations below in your textbook. Those who have access to Encyclopedias, Internet or Library are encouraged to use these resources as well.

  Your findings must answer these questions. When was the organization started? Who created the organization? Why was the organization created? Where was it created (City and State) and does the organization still exist today?
  - The Student Nonviolent Coordinating Committee (SNCC)
  - The Southern Christian Leadership Conference (SCLC)
  - Mississippi Freedom Democratic Party (MFDP)
  - Mississippi Loyalist Democratic Party (MLDP)
  - National Association of Advancement of Colored People (NAACP)
  - Montgomery Improvement Association (MIA)
  - Organization of Afro-American Unity (OAAU)
  - Young Negroes Cooperative League (YNCC)
  - Congress of Racial Equality (CORE)
  - Operation Breadbasket
  - Rainbow/Push Organization
Week 7

Day 2 – African American Organizations

Objectives

The student will be able to:
- Discover how the Civil Rights movement had a great impact on the creation of African American organizations
- Identify African American organizations
- Describe the functions of the organizations
- Examine the importance of these organizations today
- Know what video conferencing is

Materials

- Book, *American Civil Rights Leaders* by Rod L. Harmond
- Book, *Leaders of Black Civil Rights* by Marjorie Vernell
- Computer
- Internet
- NAACP Organization—http://www.naacp.org
- Rainbow/Push Coalition—http://www.rainbowpush.org
- Encarta Encyclopedia Online—http://www.encarta.com
- Microsoft Encarta Africana
- Overheads
- Handouts
- Paper
- Pen

Procedures

- Students will go to the library to research, type or work on final project
- Teacher will provide continued feedback on final research project
- Full class discussion on the African American organizations
- The students will take a field trip via the Internet

Activities Options

- Warm up exercise. Write your name on a clean sheet of paper. The teacher will name some African American organizations; write as much as you can about the organization. Please include what led to the creation of the organization or why the organization was created. Hand the paper into the teacher before leaving for the library.
- The Class will go to the school library to look up information on African American organization(s) that students did not find in their search last night. The Microsoft Encarta Africana software can be use by the students (have students sign up, the disc will be passed around, first come first served).
• Student will be given the opportunity to do more research, type or work on their final project.
• Teacher will provide feedback first to students who have not met one on one with the teacher and secondly to those who have remaining questions.
• The students will have a tag discussion on the Civil Rights Organization. One student will begin discussing an organization, then the student tags another student to continue discussing the organization. The teacher will appoint a student when it is time to start a discussion on the next organization. This is continued until all students have a turn and/or all organizations have been discussed.
• The class will take a field trip to the NAACP and the Rainbow/Push Organization via the Internet. Here they will discover how these organizations continue to work in our live today.
• The teacher will provide information on video conferencing

**Evaluation**

• In your journals write the answers to these questions:
  Which Civil Rights Organization provided the most support during the Voting Rights movement? Why? What is the NAACP or Rainbow/Push contribution to African Americans today?

**Homework**

• Read Chapter 12, I Ain’t Scared of Your Jail, page 115-130 and Chapter 13, Murder in Mississippi, Bloody Sunday in Selma, page 131-148, There Comes A Time: The Struggle for Civil Rights by Milton Meltzer
• Take note and prepare questions. Tomorrow we will be joining a class from Jefferson Middle School in discussion via video conferencing (don’t forget to invite your parents to class tomorrow in the auditorium)
Week 8

Day 1– Voting Rights (Video Conferencing)

Objectives

The student will:
- Discover African American Politicians between 1965-2001
- Be able to distinguish the difference between voting and voting rights
- Reflect back on the Amendment that provided the rights for Americans to vote, Women to vote, African Americans to vote and the age limit for voting
- Discover what the Voting Rights Act of 1965 was all about
- Discover more about the Mayor, William Johnson, of the City of Rochester, New York

Materials

- Book, There Comes A Time: The Struggle for Civil Rights by Milton Meltzer
- Computer
- Internet
- City of Rochester- http://www.ci.rochester.ny.us/
- Microsoft Encarta Africana
- Overheads
- Handouts
- Paper
- Pen

Procedures

- The teacher will open the class with an introduction to the Jefferson Middle School students via video conferencing. Provide them with a brief background of how the two teachers collaborated together to make this event happen
- The teacher will provide rules on how communication will occur between the two classes
- The teacher will provide an outline of the agenda for today

Activities Options

- Guest class will provide a summary of chapter 12
- Home class will provide a summary of chapter 13
- Guest teacher will provide an activity on African American Politicians
- Home teacher will have both classes take about seven minutes to discuss: guest class-voter registration of 1960’s and home class-voter registration of 2000’s. Each class is encouraged to have a notetaker and a spokesperson. The two classes will compare and contract their findings
- The class will take a look at the life of Mayor William Johnson via Internet
Evaluation

- Multiple choice and fill-in the blank handout on voting rights

Homework

- Unfinished handouts to be completed for homework
- Using the Internet, library or Encyclopedia find an African American Politician between 1965-2001. Write a two-page summary on his/her political life.
- Ask students to look through their journals, handouts, books and portfolio. Bring in questions that you think should be on the final test. Remind them that they will be providing forty percent of the questions for the test.
Week 8

Day 2 – Conclusion of Voting Rights & Guest Speaker from Monroe County Board of Elections

Objectives

The student will be able to:
- Take a closer look at the Election 2000
- Know more about what occurs on Election day
- Vote on a voting machine
- Know how they can work at the polls once they are 18 years

Materials

- Book, *Farewell to Jim Crow: The Rise and Fall of Segregation in America* by R. Kent Rasmussen
- Computer
- Internet
- Overheads
- Handouts
- Paper
- Pen

Procedures

- Teacher will collect homework assignments.
- Teacher will guide students into a discussion of Election 2000.
- Guest speaker (Mr. Johnson) will provide background information on himself, background on the Monroe County Board of Elections, discuss General and Primary Election, describe a typical day at the polls and demo a voting booth.

Evaluation

- Free writing exercise on Mr. Johnson’s presentation.
- Today we discussed various methods used to collect ballots. In your opinion should the collection of voting ballots be standardized for the United States? Why?

Homework

- Create a timeline in chronological order events that led up to the Civil Rights movement and include the event in the Civil Rights movement
Week 9

Day 1 – Review Final Exam/Journal Checks/Portfolio Review and Class Evaluation

Objectives

The student will be able to:
  ◦ Recall learned information

Materials

  ◦ Book, Farewell to Jim Crow: The Rise and Fall of Segregation in America by R. Kent Rasmussen
  ◦ Book, There Comes A Time: The Struggle for Civil Rights by Milton Meltzer
  ◦ Book, American Civil Rights Leaders by Rod L. Harmond
  ◦ Book, Leaders of Black Civil Rights by Marjorie Vernell
  ◦ Computer
  ◦ Internet
  ◦ African American Studies-http://idea3.rit.edu/rukiya
  ◦ Overheads
  ◦ Review Handouts
  ◦ Binders
  ◦ Paper
  ◦ Pen

Procedures

  ◦ Teacher will review format of the test
  ◦ Teacher will answer questions
  ◦ Review handout are distributed
  ◦ Paper

Activities Options

  ◦ Each student will complete a class evaluation.
  ◦ The teacher will review in chronological order events that lead America to the Civil Rights Movement.
  ◦ Open class review
  ◦ Group review

Homework

  ◦ Study for your test. Be sure to review all handouts and notes provided in class.
  ◦ On the 3x5 card write as much information you think you may need on the test. You will be able to use this card during the test.
Week 9

Day 2 —Final Exam and Last Day To Work on Project/Presentation

Materials

- Teacher and students’ made test
- 3x5 information card

Procedures

- Each student will be given a test to work on independently. Each student’s name was written on a 3x5 card. Last night they were provided with the opportunity to write down any information he/she thought would be important to use for the test. Each student can use his/her own card to assist them during the test. If a student is caught with another student’s 3x5 card both students will automatically fail the test.
- The teacher will collect final projects

Activities Options

- Students, who complete the test early, can obtain a pass to the library to work on final project. ALL final projects are to be handed in today. If you need a copy of your paper to use tonight to prepare for your presentations, let me know.

Homework

- Prepare for your presentation on tomorrow
- Bring in props, overheads and handouts
- Invite your parents to attend
Week 10

Day 1 & 2 – Presentation

Objectives

The student will be able to:

- Present research finding
- Engage class in a short discussion
- Critique each other and provide constructive feedback
Appendixes

Critical Thinking and Multiple Intelligences ...

◆ Critical Thinking

Thinking is what we do all the time, but critical thinking is a skill that is crucial to achievement and safety in the world in which we live. It is so important that we have made it the central theme of the whole GREAT BODY SHOP PROGRAM. No matter what the topic, students will learn to compare and contrast, and generate multiple solutions to problems as they learn to test resources and make predictions with reliable information.

◆ Multiple Intelligences

Traditionally, teaching has been geared toward the language oriented child, while children who learn best in other ways were left to "catch on" on their own. THE GREAT BODY SHOP makes use of the work of Howard Gardner's Theory of Multiple Intelligences to try to reach as many children as possible in as many diverse ways. The 'Seven Modes of Learning' are:

1. **linguistic:** the child learns by hearing, discussing and reading
2. **logical/mathematical:** learns in an orderly manner, using reasoning skills
3. **musical:** learns through rhythms, singing and music
4. **bodily/kinesthetic:** learns by using both fine and gross motor skills, by manipulating, by performing physical activities
5. **spatial:** learns by perceiving and then transforming an object
6. **interpersonal:** learns by dynamic interaction with others
7. **intrapersonal:** learns through self-motivating, individualized instruction, and has an understanding of his/her own inner feelings*
8. **naturalist:** learns by nature/natural surroundings

*From "Seven Kinds of Smart", Thomas Armstrong
http://www.thegreatbodyshop.net/critical.html
Netizen Model Internet Use Policy

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E-mail: nwillard@oregon.uoregon.edu
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A. Educational Purpose

XYZ District's Internet system, XYZNet, has a limited educational purpose. Activities that are acceptable on XYZNet include classroom activities, career development, and high-quality personal research. You may not use XYZNet for entertainment purposes, (except for those periods of time that the school has designated as "open access"). XYZNet is not a public access service or a public forum. XYZ District has the right to place reasonable restrictions on the material you access or post through the system. You are expected to follow the rules set forth in XYZ District's disciplinary code and the law in your use of XYZNet. You may not use for commercial purposes. This means you may not offer, provide, or purchase products or services through XYZNet. You may use the system to communicate with elected representatives and to express your opinion on political issues, but not for political lobbying.

B. Student Internet Access

The Web is a global database system providing access to information from around the world. Students may have access to Internet Web information resources through their classroom, library, or school computer lab.

E-mail is an electronic mail system, which allows students to communicate one-to-one with people throughout the world. Elementary students may have e-mail access only under their teacher's direct supervision using a classroom account. Elementary students may be provided with individual e-mail accounts under special circumstances, at the request of their teacher and with the approval of their parent. Secondary students may obtain an individual e-mail account with the approval of their parent. You and your parent must sign an Account Agreement to be granted an individual e-mail account on XYZNet. This Agreement must be renewed on an annual basis. Your parent can withdraw their approval at any time. Students may not establish Web e-mail accounts through the XYZNet.
If approved by your principal, you may create a personal Web page on XYZNet. All material placed on your Web page must be pre-approved. Material placed on your Web page must relate to your school and career preparation activities.

C. Unacceptable Uses

The following uses of XYZNet are considered unacceptable:

1. **Personal Safety and Personal Privacy** You will not post personal contact information about yourself. Personal contact information includes your address, telephone, school address, work address, etc. This information may not be provided to an individual, organization, or company, including web sites that solicit personal information. You will not agree to meet with someone you have met online without your parent's approval. Your parents should accompany you to this meeting. You will promptly disclose to your teacher or other school employee any message you receive that is inappropriate or makes you feel uncomfortable.

2. **Illegal Activities** You will not attempt to gain unauthorized access to XYZNet or to any other computer system through XYZNet or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. You will not use XYZNet to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

3. **System Security** You are responsible for your individual account and must take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person. You will immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access. You will avoid the inadvertent spread of computer viruses by following the District virus protection procedures if you download software.

4. **Inappropriate Language** Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages. You will not
use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. You will not post information that could cause damage or a danger of disruption. You will not engage in personal attacks, including prejudicial or discriminatory attacks. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending them messages, you must stop. You will not knowingly or recklessly post false or defamatory information about a person or organization.

5. **Respect for Privacy** You will not repost a message that was sent to you privately without permission of the person who sent you the message. You will not post private information, including personal contact information, about another person.

6. **Respecting Resource Limits** You will use the system only for educational and career development activities and limited, high quality, self-discovery activities. You will not download large files unless absolutely necessary. If necessary, you will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer to your personal computer. You will not post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people. You will check your e-mail frequently, delete unwanted messages promptly, and stay within your e-mail quota. You will subscribe only to high quality discussion group mail lists that are relevant to your education or career development.

7. **Plagiarism** You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

8. **Copyright** You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. If you have questions, ask a teacher.

9. **Inappropriate Access to Material** You will not use XYZNet to access material that is designated for adults only or is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). A special exception may be made for hate literature if the
purpose of your access is to conduct research and both your teacher and parent have approved. If you mistakenly access inappropriate information, you should immediately tell your teacher. This will protect you against a claim that you have intentionally violated this Policy. Your parents should instruct you if there is additional material that they think it would be inappropriate for you to access. The district fully expects that you will follow your parent's instructions in this matter.

D. Disciplinary Actions

The XYZNet is a limited forum, similar to the school newspaper, and therefore the District may restrict your speech for valid educational reasons. The District will not restrict your speech on the basis of a disagreement with the opinions you are expressing.

You should expect only limited privacy in the contents of your personal files or record of Web research activities on the XYZNet. Routine maintenance and monitoring of XYZNet may lead to discovery that you have violated this Policy, the XYZ District disciplinary code, or the law. An individual search will be conducted if there is reasonable suspicion that you have violated this Policy, the XYZ District disciplinary code or the law. Your principal has the right to eliminate any expectation of privacy by providing notice to the students. Your parents have the right to request to see the contents of your e-mail files.

The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through XYZNet. In the event there is a claim that you have violated this Policy or XYZ District disciplinary code in your use of the XYZNet, you will be provided with a written notice of the suspected violation and an opportunity to present an explanation before a neutral administrator [or will be provided with notice and opportunity to be heard in the manner set forth in the XYZ District disciplinary code].

E. Limitation of Liability

The District makes no guarantee that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial
obligations arising through the unauthorized use of the system. Your parents can be held financially responsible for any harm to the system as a result of intentional misuse.

Student Account Agreement

Student Section
Student Name ____________________________

Grade ______
School ____________________________

I have read the District's Student Internet Policy handbook. I agree to follow the rules contained in this Policy. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

Student Signature ____________________________

Date ______

Parent or Guardian Section
I have read the District's Student Internet Policy Handbook. (Optional)-- I will supervise my child's use of the system when my child is accessing the system from home.)

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services. I understand that I can be held liable for damages caused by my child's intentional misuse of the system.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Internet Use Policy. I will emphasize to my child the importance of following the rules for personal safety.

I give permission to issue an account for my child and certify that the information contained in this form is correct.

(Optional) - I -- [ ] approve [ ] do not approve -- establishing a dial-up account for my child.
Parent Signature ____________________
Date __________
Parent Name ________________________
Home Address _______________________  
Phone __________

__________________________________________________________________________

---
This space reserved for System Administrator

Assigned User Name: __________
Assigned Temporary Password: __________

Responsible Netizen
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