

Grade Sheet—African America Civil Rights

Presentation: Did everyone participate in some way? Did students include all of the primary source documents and contextualize them within US history?

The group did a good job of focusing on African American Civil Rights from 1865 forward and showing how those issues still relate to today. The group mentioned specific issues—Plessy v Ferguson and how the black community coped with segregation for example—that made the presentation stronger. Also, the group provided a nice chronological review of issues with African American Civil Rights.

Although the group did well to provide specific examples, the argument would have benefited from better contextualization and fuller explanation. For example, the group noted that kids are mean today but did not state exactly why in relation to the presentation. Moreover, though mentioning the specific documents was very good, the group needed to explain when, where, and for what purpose the documents were used (for example: MLK's Letter).

Rebuttal: Did the students adequately defend their civil rights movement against the questions of the others?

During the rebuttal time for your group, the group did well to fend off arguments against their civil rights group. The group did good to show that issues of African American civil rights are still something that continues. That theme was also present in the presentation.

However, when talking about the past be careful not to make grand statements that over generalize topics. The statement that because of slave labor the US is currently what it is today is an extremely broad statement that could include all the groups and really every event that has occurred in American history. Also, be clear when making comparisons to modern examples—LeBron James for instance.

The group offered some strong questions to the other groups as well. Still be careful about over generalizing. Not all colonists came to America for religious freedom and not all immigrants came to the US because of greed. That is a very harsh statement that does not reflect history or motives of past people. The group also needed to ask questions of every group—for the Women's group no one asked even when I prodded them to do so.

Individual: Did the student participate? Did student work with his/her group?

You were part of the rebuttal group and answered questions pretty well—be careful of over generalizing and the group needed to ask questions of other groups.

Group Grade	_ 84 _
Paper Grade	_ 84 _
Individual Grade	_ 89 _
Final Grade	86

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Individual: Did the student participate? Did student work with his/her group?

You covered Plessy v Ferguson and provided the summary and the group seemed prepared. The summary was well presented and organized, laying out the argument in a cogent manner.

Group Grade	_ 84 _
Paper Grade	_ 84 _
Individual Grade	_ 91 _
Final Grade	87

Grade Sheet—Immigrant Civil Rights

Presentation: Did everyone participate in some way? Did students include all of the primary source documents and contextualize them within US history?

The group does a good job showing that immigration is an important topic in American history. The presenters referenced specific documents to support their points. The group also does a good job showing how immigrant issues are still looming today—racial profiling, 9-11 backlash, etc. The group moreover included nice vignettes about Chinese women not being part of the immigration.

The group could have offered better contextualization on some points. For example talking about the Irish seemed a bit out of place. Be careful too about grand statements without clarification. For instance, when talking about the Japanese going to Hawaii and then to California needed better explanation.

Rebuttal: Did the students adequately defend their civil rights movement against the questions of the others?

During the rebuttal time for your group, the group did well to fend off arguments against their civil rights group. The group showed that immigration issues are pertinent to today's world and that immigrants are generally the scapegoats in history and present day. That point could have been emphasized in some areas.

The group offered some strong questions to the other groups as well. Particularly, the group was strong in contending that many of the other groups could be included in the immigrant group.

Individual: Did the student participate? Did student work with his/her group?

You part of the rebuttal group and researched information. You did well, though, you could have been more vocal....and to class on time.

Group Grade 84

Paper Grade 90

Individual Grade 80

Final Grade **84.6**

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Individual: Did the student participate? Did student work with his/her group?

You part of the rebuttal group, researched information, and concluded the argument. You did very well and made some very good points as you answered questions and asked questions of other groups.

Group Grade 84

Paper Grade 90

Individual Grade 95

Final Grade 90

Grade Sheet—Women's Civil Rights

Presentation: Did everyone participate in some way? Did students include all of the primary source documents and contextualize them within US history?

The group does a good job showing that women's right is an important topic in American history. Sarah did a VERY good opening. The group also did well to bring in statistics to illustrate its points and referenced the documents very well. The PowerPoint included good images that helped illustrate points. Also, the points at the end about Rosa Parks, Leonardo da Vinci were good.

The group could have offered better contextualization on some points. For example explaining who Betty Friedan was would have helped.

Rebuttal: Did the students adequately defend their civil rights movement against the questions of the others?

During the rebuttal time for your group, the group did well to fend off arguments against their civil rights group. The group did well to tie women's issues to history, current topics, and global issues. The group reacted well to other comments about what rights women are still struggling for.

The group offered some strong questions to the other groups as well. Particularly, the group was strong in contending that many of the other groups could be included in the women's group.

Individual: Did the student participate? Did student work with his/her group?

You talked about the Gastonia Mill strike and created the PowerPoint, which was very well done. You balanced well the visuals and texts in the PowerPoint so as to highlight your group's points without overwhelming the viewer.

Group Grade 93

Paper Grade 81

Individual Grade 90

Final Grade 88

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Individual: Did the student participate? Did student work with his/her group?

You did the organization, researching, and intro. You presented A VERY GOOD introduction and are a very good public speaker. I liked your enthusiasm and succinct organization.

Group Grade 93

Paper Grade 81

Individual Grade 94

Final Grade 90

Grade Sheet—Worker Civil Rights

Presentation: Did everyone participate in some way? Did students include all of the primary source documents and contextualize them within US history?

The group succeeded in showing that immigrant civil rights are important because they are overlooked historically and are important to today. The group nicely showed that all Americans are immigrants yet the majority of Americans do not know the history of immigration into the US despite the fact that immigration is so important to today. The group did well to get audience participation and to bring in outside research. Also, the group is right to show that captivating stories make the immigrant civil rights movement important.

Although the group did well to provide examples, the group would have done well to show specifically why an example is important. For instance, when telling stories of the problems in the immigrant's homeland or their experiences in the US, the presenter could have stated the example is important because of x,y, and z.

Rebuttal: Did the students adequately defend their civil rights movement against the questions of the others?

During the rebuttal time for your group, the group did alright to fend off arguments against their civil rights group. The group could have been a bit stronger on this topic, though many of the questions dealt with more modern issues that do not deal with the historical potency of the topic for a documentary.

One point made during the questions was very important and should have been emphasized more: the US as a refuge during and after the Cold War.

The group offered some strong questions to the other groups as well. Good points made included how immigrant civil rights is less known so why show something that people know more about. Using Caesar Chavez was a good example.

Individual: Did the student participate? Did student work with his/her group?

You talked about new immigrants as part of the working class. That is a good point but you could have elaborated on who the new immigrants were. Otherwise, the viewer was a bit lost trying to follow some of your points.

Group Grade 91

Paper Grade 81

Individual Grade 90

Final Grade **88**

Grade Sheet—Workers Civil Rights

Presentation: Did everyone participate in some way? Did students include all of the primary source documents and contextualize them within US history?

The group succeeded in showing that worker civil rights are important because workers are the foundation of American economy and have a wide appeal because Americans work. The group wisely showed that other groups are included in the workers group. The group did well to bring in specific examples and ideas of the American dream (though that did change over time). Additionally the group connected the issue to today with labor issues and strikes. Overall, the group did well to contextualize the history of its topic.

The group needed to be more careful when mentioning the other groups. For example, just because one wants workers to win does not mean that the other groups have found equality since much struggle still continues today for those groups. The group could have focused on the issues of American capitalism and broad appeal to offset the other groups.

Rebuttal: Did the students adequately defend their civil rights movement against the questions of the others?

During the rebuttal time for your group, the group did alright to fend off arguments against their civil rights group. The group could have focused more on the issue of workers and capitalism as making them different from the other three groups, which admittedly include the workers.

The group offered some strong questions to the other groups as well. Good points made included how worker civil rights is important because good workers make strong economy and include important issues for today.

Individual: Did the student participate? Did student work with his/her group?

You were a presenter talking about the importance of worker rights on the American Dream. Your point would have been made clearer and stronger if you had presented your ideas more professionally. You stated several time “I don’t know,” which along with your seemingly careless attitude served to weaken your argument in the presentation.

Group Grade 91

Paper Grade 81

Individual Grade 80

Final Grade **83**

Sample Paper

(This particular one did not fully meet requirements)

The Immigrant Civil Rights Group

Professor Knarr

American Civilization

6 December 2010

Hello Dr. Knarr,

I have been informed that you are interested in producing a documentary about three different civil rights movements. This is a wonderful way to educate the people of the United States. In today's society, people want to be entertained. Is it possible to entertain and educate at the same time? By using a strategic plan to engage our audience you will be able to make a successful documentary. You will have to use effective advertizing and you will need a civil rights movement that people will be interested in learning about. The Immigrant Civil Rights movement is the only civil rights movement that is still highly debated in the United Sates. This topic will interest the most people.