

1950s, 60s, and 70s Protest Project

Many people disagreed with events that were occurring in the United States and the world in the 1950s-70s. People young and old began to speak up about their disapproval.

Your task is to choose one of the events below, and imagine yourself to be alive at the time that it's happening. Then, create a protest sign, song, or art piece in response. In your project (or in a separate piece of writing, if you need to, in the case of a protest sign or art piece), you should clearly identify what was happening, what you disagree with, who the audience is for your protest, and what the desired outcome of the protest is.

Go to the 5th grade website at <http://tms5thgrade.weebly.com/unit-social-studies--science.html> to see examples of real protest songs, signs, and artwork from the 1950s-70s. Use these as inspiration for your own work, but do not copy!

Use the rubric on the back side of this page to help you determine what below-, on-, and above-grade level work will include.

Events you could protest for or against:

- The rise of Communism
- McCarthyism
- The Cuban Missile Crisis
- The Korean War
- The Vietnam War
- Brown vs. Board of Education
- Montgomery bus system
- March on Washington
- Civil Rights Act of 1964
- Voting Rights Act of 1965

Rubric

Content Rubric for Performance Task Criteria	Does Not Meet	Needs Improvement	Meets Standard	Exceeds Standard
Accurately describes the event covered: _____	Contains numerous errors in content. Student does not understand the topic/event.	Contains some errors in content. Student shows minimal understanding of most of the facts in the event covered.	All content presented accurately describes the facts of the event covered.	All content presented is accurate. Student shows analysis of the information by discussing the impact the event had on the time period.
Explains the importance of the Topic/Event	Lacks many/most important pieces of information.	Lacks some important pieces of information, leaving audience with an incomplete understanding of the topic/event.	Contains all information necessary to provide the audience with an understanding of the topic/event.	Contains all information necessary to provide the audience with an understanding of the topic/event, and analyzes the significance of the event by comparing the event to something that had happened in the past.
Fulfills the requirements of the task	Identifies only one of the following: what was happening, what is disagreed with, who the audience is, and what the desired outcome of the protest is.	Identifies two of the following: what was happening, what is disagreed with, who the audience is, and what the desired outcome of the protest is.	Identifies three of the following: what was happening, what is disagreed with, who the audience is, and what the desired outcome of the protest is	Clearly identifies all of the following: what was happening, what is disagreed with, who the audience is, and what the desired outcome of the protest is.
Appeal to Audience, including visual or audio aesthetics	Seems to make no effort to appeal to audience.	Includes important facts but lacks interesting details that would appeal to audience.	Includes important facts and details that appeal to the audience.	Includes important and interesting facts and details as well as special features that appeal to the audience.
Organized Presentation/Additional Information	Lacks an organizing structure, which makes the information very confusing.	Organizing structure is inconsistent, leading to some confusion in the presentation of information.	Student uses appropriate organizing structure that helps to present information clearly.	Student uses an appropriate organizing structure for the information and merges all aspects seamlessly.