

# Black History Month

## Extra Credit Opportunity

It is the year 2030, and you and your teammates are members of the Small Town, USA School Board. Because of a recent population increase, Small Town's schools are overcrowded. In order to alleviate the overcrowding, the Town Council has given the School Board money to build a new elementary school. But there is a condition. The new school must be named after an African American - This is a "first" in Small Town. No other school in the town is named after an African-American. Additionally, the School Board decides that the candidate selected must possess certain personal qualities.

### Your Task:

In this assignment, it will be your job to name a new elementary school after an African-American who has broken boundaries and set a notable example for ALL Americans to follow. This sounds simple, but as you will see, it may not be. Consider the following: What things about a candidate do you need to know? What qualities do you want to see in the person selected? In this assignment you will be investigating the life of an African American, and determining which of them most deserves to have a school named in his/her honor. You may want to use the rubric that follows to help you determine how strong the candidate you select to present to the School Board is.

### Your Assignment:

In many ways this is the most important part of your job. In this step you must report back to the City Council on your decision. You will have to convince them that you have made the right choice. You will report to the Council (your classmates) via a stand-up presentation. Your presentation must include visuals in the form of paper-based (poster) or electronic materials (Google presentation, Prezi, etc). As you create your presentation, use the rubric as a guide. Your presentation should be no more than 3 minutes in length. You may need to prepare note cards to help you for your oral presentation. Remember, your goal is to try and convince the City Council that your candidate should be selected to have a school named after him/her. You must provide strong evidence to support your selection (see the rubric that follows). You may select someone from the past or present. However, in order to learn about someone you may be less familiar with, I ask that you do not select Malcolm X, Rosa Parks, or Martin Luther King, Jr. for your project.

## **Your Reward:**

This assignment is due on \_\_\_\_\_. This day will be devoted to your presentations. For the presentation, you can earn up to 16 points of extra credit. When the City Council (class) votes on which individual should be selected, if your candidate is chosen, you will receive an additional 5 points of extra credit.

## ***Black History Month Extra Credit Candidate Selection Rubric***

This rubric is for YOU to use as a guide as you select and argue for your candidate to be selected to have a school named for him/her. As you look at your candidate, the higher the score is on the rating scale, the better your choice of candidate.

Rating Category	1	2	3	4
The Number of Obstacles to Success Face by the Candidate	No many obstacles were presented. The candidate almost never used the power of his/her will to overcome obstacles to success.	Some obstacles were presented. The candidate seldom had to use the power of his/her will to overcome obstacles to success.	Many obstacles were presented. The candidate had to use the power of his/her will to overcome certain obstacles to success.	Tremendous obstacles were presented. The candidate often had to use the power of his/her will to overcome overwhelming obstacles to success.
The Candidate's Character	The candidate was not honest, loyal, and/or dependable. He/she seldom worked hard to achieve goals.	The candidate was sometimes honest, loyal, and/or dependable. He/she sometime worked hard to achieve goals.	The candidate was honest, loyal, and/or dependable. He/she worked hard to achieve goals.	The candidate was extremely honest, loyal, and/or dependable. He/she always worked hard to achieve goals.
The Candidate's Talent	The candidate was not very talented. He/she became successful through luck or the help of others.	The candidate is talented, but no more so than many others. He/she became successful through a combination of luck, the help of others, and modest talent.	The candidate is talented; more so than most others. He/she became successful mostly because he/she was usually better than the competition.	The candidate is extremely talented; more so than almost all others. He/she became successful because he/she was almost always better than the competition.

<p>The Candidate's Work Ethic</p>	<p>The candidate seldom, if ever worked hard to achieve goals. His/her success is not really connected to hard work and effort.</p>	<p>The candidate sometimes worked hard to achieve goals. His/her success is somewhat connect to hard work and effort.</p>	<p>The candidate usually worked hard to achieve goals. his/her success is usually connect to hard work and effort.</p>	<p>The candidate always worked hard to achieve goals. His/her success is always connected to hard work and effort.</p>
<p>The Candidate's Impact on the World</p>	<p>The candidate's life and achievements had no real effect on society. No lives were made better or worse because of this person's life.</p>	<p>The candidate's life and achievements had little real effect on society. Few lives were made better or worse because of this person's life.</p>	<p>The candidate's life and achievements had a real effect on society. Considerabl e lives were made better or worse because of this person's life.</p>	<p>The candidate's life and achievements had a tremendous effect on society. Many lives were made better or worse because of this person's life.</p>

## ***Black History Month Extra Credit Presentation Rubric***

For this extra credit opportunity, you *may* earn up to 16 points of extra credit. The number of points you earn will be determined by the following rubric. Please use this as a guide as you develop your presentations!

	4	3	2	1
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in the topic being presented.
Preparation	Student is completely prepared and has obviously rehearsed. The student is not reading the presentation off of the smart board.	Student seems pretty prepared but might have needed a couple more rehearsals. The student occasionally reads the information off of the smart board.	The student is somewhat prepared, but it clear that rehearsal is lacking. The student frequently reads the information off of the smart board.	Student does not seem prepared to present at all.. All information is read directly off of the smart board.
Content	A well organized, and very convincing argument made for school naming choice.	An organized, and convincing argument for school naming choice.	A somewhat organized, and fairly convincing argument for school naming choice.	A less than organized, and not very convincing argument for school naming choice.
Visual Aids	Well planned and thoughtful visual aids were substantive,	Planned and thoughtful visual aids were used to enhance information	Visual aids sometimes enhanced information	Visual aids were not substantive and did not provide support for the

	appropriate, and used only to enhance information presented. No typos or errors.	presented. A few typos or errors.	given. Several typos or errors.	argument. Many typos or errors.
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