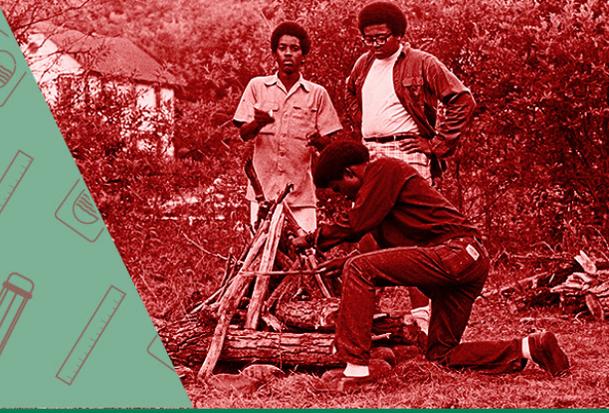


# CRIP CAMP CURRICULUM



## Lesson 3: Civil Rights, Human Rights, and Power

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## Note to Educators

As educators, we each create our own facilitation style. These lesson plans encourage you to maintain your personal style while expanding your practice with participants. You are encouraged to adapt activities to match group and individual needs. This might mean making a written exercise verbal or inviting participants to use technology they have with them to complete the activities if it facilitates their participation.

This is something to think about every time you prompt the group to do something. Making a space accessible isn't only your responsibility as the facilitator, because access is a community responsibility. But, as a facilitator, you can model what access and care look like in action.

We encourage you to start each lesson with an access check-in. This is an opportunity for participants to check in with their bodies and minds, to note any specific needs they may have, and to share what support or understanding they need. For example, does someone need to refill their cup of water? Does anyone need to take medication? Who may be more comfortable laying on the floor or standing up? Does anyone need different lighting in the room? Do the chairs in the room work for people's bodies?

Each person goes around the room and shares how their body and mind feel and if they may need something. As the facilitator, you can help by going first to give an example. After you are done you may say "check," so everyone knows you are done sharing. You may also remind participants that saying "all my access needs are met, check" is a great way to show that they have what they need to be present for the activities and lessons.

Access check-ins function as a reminder that access needs can change from one moment to the next. An access check-in is also a reminder for you, as a facilitator, to create and maintain, as best you can, a space where participants can ask for accommodations.

In these lesson plans we sometimes use the term "disabled people" instead of "people with disabilities." This is "identity first" language vs. "person first" language and it is a choice made in the context of the US disability community. You may shift the language if you know what is generally preferred or accepted in your community and you may choose to make this a discussion with your group.

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## About This Lesson

The activities in this lesson plan add up to more than a 45 to 60 minute session. This is intentional to allow for choice and flexibility. Activities can be done over several sessions and you may choose to select and edit the activities so they meet the needs of your participants.

It is okay if you don't always know an answer. Saying "I don't know" or "this is new information for a lot of us, including me," helps build a power-with relationship of honesty with participants.

This lesson plan seeks to help participants conceptualize the struggle for disability rights as part of the larger movement for civil rights in the United States and the global struggle for human rights. The film CRIP CAMP helps illustrate how these issues are linked. As a facilitator in the learning environment you are not the person responsible for providing or managing therapeutic interventions around trauma. Be sure to notify any support networks or individuals, such as guidance counselors or school psychologists, that you are doing these lessons so they are prepared to help participants as needed.

You are encouraged to do this lesson plan after you have done Lesson 2, Power and Disability Justice: An Introduction.

At the end of the lesson plan, you will find the Social Emotional Learning Competencies and the Common Core State Standards for English Language Arts and Literacy that support this lesson.

### **Instructional Goal:**

In this lesson plan participants will explore the concepts of power, civil rights, and human rights, and how these concepts relate to disability rights, and then apply those skills to the media created for the film CRIP CAMP.

## Learning Outcomes:

By the end of the lesson students will be able to:

- define and understand the concepts of civil and human rights
- analyze how civil rights, human rights, and power interact
- identify de facto and de jure discrimination and their consequences
- connect the concepts and events in the film CRIP CAMP to an understanding of the interaction of power, civil rights, and human rights

## Materials:

- CRIP CAMP film on YouTube: <https://youtu.be/OFS8SpwioZ4>
- The Universal Declaration of Human Rights, available online for download: <https://rb.gy/iy4vir>
- Section 504 of the Rehabilitation Act of 1973, available online for download: <https://rb.gy/rlta4i>
- Whose Rights? Handout

## Preparation:

Review the Whose Rights? Handout and the two downloads. When possible, have participants watch the full film, either in a group (this could be done over two sessions) or on their own.

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# Activity 1: Access Check-in and Introduction to Topic (10–15 minutes)

Begin with an access check-in, which includes a reminder that access needs can change from one moment to the next. An access check-in is also a reminder for you, as a facilitator, to create and maintain, as best you can, a space where participants can ask for accommodations.

Next, introduce the topic by sharing with participants that one of the things you will be discussing in this lesson is the importance of understanding civil and human rights. Ask participants: “What are your rights?”

Some examples of responses are “clean water,” “food,” “an education.” Participants might also recall phrases from the Bill of Rights and from the news, such as “the right to free speech” and “the right to remain silent.” Remind participants that none of these answers are incorrect.

Now ask participants:

- Do you think you have all the rights you should have?
- If yes, why?
- If no, why, and what’s missing?

Remind participants that you are not here to judge and that what they share will stay in the space. If participants say no, and if they feel like sharing, please allow them to. Do not coax participants to share who do not want to. Some may have had negative and/or traumatizing experiences.

Now ask: “Who or what are some of the barriers to someone not having all of their rights?”

End by informing students that you will be exploring different types of rights and that there are many kinds of barriers to people having those rights.

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## Activity 2: Civil Rights and Human Rights (25–35 minutes)

On the board or on a large piece of chart paper, make two columns. Inform participants that you will be exploring civil rights, human rights, and uses of power. Ask: “What do you know about civil rights?”

You will probably hear responses such as, “Martin Luther King,” “The March on Washington,” “Brown Vs. Board of Education,” or “Black people wanting rights in the 1950’s and 60s.” Write these responses in the left side of the column. Let participants know that none of these answers are incorrect, then show them this definition: “civil rights: the rights of citizens to political and social freedom and equality”

Now, ask participants to re-evaluate their prior responses, add to them, or create new ones. Write these new definitions in the right column. Have students compare and contrast the columns. They will probably notice that the responses on the right include all people, not solely African Americans. Explain that the notion of civil rights is often understood as the struggle for African American freedom in the United States. However, civil rights has a much broader definition, as discussed earlier.

Have participants gather in pairs or small groups. Have them list all of the civil rights movements and causes they know of. They can be “official” and historical movements (such as LGBTQ+ rights) or other rights they perceive (such as right to safety from gun violence).

Next, Write the words “HUMAN” and “RIGHTS” at the top of chart paper or a blackboard. Below the word “human” draw a circle or the outline of a human being. Ask participants to generate a list of what qualities define a human being and write the words or symbols inside the outline. For example, “empathy,” “intelligence.”

Then, ask participants what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. For example, “education,” “friendship,” “loving family.” List these answers outside the circle or outline, and ask participants to explain their connection to being human.

Continue to add answers inside and outside the circle as the class discusses the prompts below. Inform students that their answers can be in response to real life, something they have read in class (a novel or poem), or current events.

- What does it mean to be fully human?
- Based on this list, what do people need to live in dignity?
- Are all human beings essentially equal? What is the value of human differences?
- Are we still human if we don't have one of the qualities we think of as "essentially" human? For example, some people think that complex language is unique to humans. Does this mean someone who is not able to communicate verbally is less human?
- What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?

At the end of the discussion point out that everything inside the circle relates to human dignity, the totality of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

To extend this activity (additional time needed), have participants create visual art using digital or non-digital media based on one, some, or all of the inside-outside pairs. Have "artist talks" where they explain their visual depictions of the connections between the pairs.

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## Activity 3: Introduction to the Universal Declaration of Human Rights (20-30 minutes)

Separate participants into pairs or small groups. Inform them that you will be exploring human rights. Print out or electronically share the Universal Declaration of Human Rights (UDHR), found at <https://rb.gy/iy4vir>, and explain that this document, crafted in the wake of World War II in 1948, sets the standard for how human beings should behave towards one another so that everyone's human dignity is respected.

Have them read the Preamble and Article 1 of the declaration aloud in their groups, focusing on these portions:

“...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world...”  
(Preamble: Universal Declaration of Human Rights)

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” (Article 1: Universal Declaration of Human Rights)

Ask participants to discuss, in their own words, what each section means. Next, give participants the following prompts to discuss and post in the room or online t where they think the rights are upheld or not:

- Do you think these rights are upheld in your school or community?
- Where and how do you see these rights being violated?
- Do you think the United States upholds these rights? What might be the U.S.'s reasons for upholding these rights? What might be its reasons for not upholding these rights?

After participants share their answers with each other and you, reconvene as a class. Explain that the UDHR asserts that everyone around the world has the same human rights and these cannot be taken away. Then note that the UDHR is not a legally binding document, but that it is considered customary international law because it is regarded as a standard of achievement for all people and nations.

Next, using the CRIP CAMP film, show participants the short portion from 38:40 to 38:50 where Lionel Je' Woodyard, a former camp counselor, states:

“I took ideas back home that my community was unfamiliar with. I wore tie-dye shirts. My afro had grown really, really...It was out like this. I burned incense. Between the revolution that was going on, the peace movement, the desire to stop the war, I became very involved in that. Jened had exposed me to the world outside of Alabama.”

Discuss with participants:

- How was Lionel impacted by working at the camp?
- How are all the things he spoke about connected? (If needed, replay the clip to remind students of the disparate things mentioned.)
- How do you think Lionel's time working with the campers impacted his ideas about disability rights? Civil rights? Human rights?

Finally, ask participants if there is a difference between civil rights and human rights. Allow participants some time to think about/process these prompts. Have them submit their answers via chatbox, or on slips of paper. Select participants to read answers aloud. Remember, there are no incorrect answers. The responses may include that they are one in the same.

End this activity with the explanation that civil rights relate to the place or country and are based in culture, for example civil rights in the United States are not the same as civil rights in Russia or Liberia. However, human rights apply to everyone, regardless of location.

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## Activity 4: Introduction to Section 504 (30–45 minutes)

Next, introduce Section 504 sit-in by showing this short slide show:

What is Section 504? <https://twitter.com/CripCampFilm/status/1245481003197620225?s=20>

Explain that one way people take power and fight for equity and fairness is by focusing on their rights.

Ask students: Based on the slide show, what rights do you think were being fought for?

Invite participants, popcorn style, to give you the answers. Have them look up the following terms: discrimination, de facto discrimination, and de jure discrimination.

Have volunteers share their dictionary definitions and the meanings in their own words, then offer these definitions:

- Discrimination: unfair treatment of someone based on their membership in a group defined by race, ethnicity, sex, sexual orientation or other factors
- De facto discrimination: unfair treatment of someone that is a matter of custom but not based in law
- De jure discrimination: unfair treatment of someone that is based on laws

Ask participants to give you examples of these forms of discrimination against people with and without disabilities. You will receive a variety of responses. Remember, the goal is to get participants thinking about the possibilities and that none of their answers are wrong.

After reviewing the definitions and receiving responses, show participants the following short section from the CRIP CAMP film detailing discrimination (39:29–41:17).

After viewing the clip solicit ideas from participants about what discrimination was discussed and whether these kinds of discrimination were de facto or de jure discrimination.

You will probably hear participants touch on these examples:

1. Public transportation
2. No sidewalk access
3. Examples offered during the round-table discussion

Follow up with:

- What do you think was done to fight that discrimination?
- Who do you think was involved?

Next, show the section of the film from 44:12 to 44:30 where Judy Huemann states:

“The civil rights movement was going on all around us and that was an opportunity to talk about why we were excluded, and what did we need to do? There weren’t anti-discrimination laws at the federal level. But members of the Senate and House were looking for avenues to make that happen.”

Discuss with participants:

- Why do you think Judy Huemann felt excluded?
- Do you think she considered disability rights a civil right? Why or why not?
- Why do you think there were no anti-discrimination laws on the federal level?
- Why would only some senators and congress people want to help?

Break participants into small groups and give them copies of, or links to, Section 504 of the Rehabilitation Act of 1973, found at <https://rb.gy/rhta4i>. Explain to them that in 1973, the Rehabilitation Act was passed. Section 504 was especially important to people with disabilities. Ask participants to read through through the opening paragraph, which states:

“No otherwise qualified individual with a disability in the United States, as defined in section 705 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.”

Have participants, in pairs or small groups, discuss what they think this means. Give them the following prompts for further discussion. Once they have finished their discussion, have each group share some of their key points with the larger group. Then ask:

- What will be gained by this Act?
- Who will gain from this Act?
- Will anyone lose? If so, who, and what?

Next, discuss with participants that often, when one group of people gains rights or access, other groups lash out violently because they think that they are losing rights. Ask if they know of any examples of this occurrence. Examples can come from fiction or from real-life experiences and understanding.

Examples that you can use include:

- Post slavery, during the time of Jim Crow, and during the the African American struggle for rights, also known as the Civil Rights Movement, African Americans and their allies often faced deadly violence or had their physical movements restricted by whites.
- From May 31st to June 1st, 1921 in the all-Black Greenwood section of Tulsa, OK, whites from the surrounding neighborhood rioted, looted, and burned down 35 blocks of the neighborhood known as “Black Wall Street” based on an inflammatory report about a young Black man named Dick Rowland who was riding in the elevator in the Drexel Building at Third and Main with a white woman named Sarah Page. Oftentimes, stories about Black men and white women were conflated so that white mobs could enact extrajudicial violence on Black people.  
(<https://rb.gy/9tnjsk>)
- LGBTQ+ protections provided by the government in the past are in constant danger of being stripped away and Black trans women are killed at an alarming rate.
- In 2019, the Trump administration’s Department of Housing and Urban Development proposed a rule that would end protections for transgender people living in homeless shelters.  
(<https://rb.gy/a7vdjm>)

- In 1998, then president Bill Clinton signed Executive Order 13087, which prohibits discrimination in federal employment based on sexual orientation or gender identity. These regulations began to filter into the civilian workplace as trans activists and their allies sought equal protection under the law. Since then, there has been an increase in the recorded murder of transgender people, with the primary targets being Black and Latina. There were more transgender people murdered in the first 7 months of 2020, than all of 2019. In fact, in a 2016 survey conducted by the National Center for Transgender Equality, (47%) of all Black respondents and 30% of Latina respondents reported being denied equal treatment, verbally harassed, and/or physically attacked in the previous year because of being transgender. (<https://rb.gy/1of5je>)

Inform participants that while the Rehabilitation Act of 1973 was passed, Section 504 was not enforced, which means that not much changed for people with disabilities in the United States.

End this activity by asking participants if they think that not enforcing Section 504 was a violation of the human rights of people with disabilities.

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## Activity 5: Whose Rights? Examining Section 504 (25–30 minutes)

Inform participants that you are going to take a deeper look into Section 504. Print out or share electronically Section 504 of the Rehabilitation Act of 1973, found at <https://rb.gy/rlta4i>, and write the definitions of segregation and integration, as seen below, on the board:

- Segregation: The separation of a specific racial, religious or other group from the general body of society
- Integration: A situation in which different groups—such as those defined by race, ethnicity, sex, sexual orientation, ability or other factors—live together and use the same facilities

Have participants re-read Section 504 and ask them about the ways that people with disabilities have been segregated from non-disabled people, in the past and today. Examples of this include not having access to public spaces or public transportation and not being able to get jobs, etc.

Now, ask participants how people with disabilities can be fully integrated into society. An example of this can be enforcement of Section 504. Ask students why they think Section 504 wasn't enforced. Note that in the film it is discussed that Section 504 was not enforced because it was going to cost too much money to make all buildings accessible to all people, cover costs of making public spaces like schools accessible, and lawmakers considered people who were misusing drugs to not be worthy of care.

Distribute the Whose Rights? Handout and the Universal Declaration of Human Rights (<https://rb.gy/iy4vir>) and Section 504 (<https://rb.gy/rlta4i>) downloads and review them with participants.

Give participants the following instructions: For each right listed below, indicate with a check in the appropriate box whether it is included in the Universal Declaration of Human Rights (Column #1) and Section 504 of the 1973 Rehabilitation Act (Column #2). Also indicate whether you think this right should be guaranteed by the United States Government (Column #3).

After participants have had a chance to complete their handout, invite volunteers to share what they understood as the connection between human rights and Section 504. Then ask the whole class:

- What does the UDHR have in common with Section 504?
- What is different between the UDHR and Section 504?
- Should the US government guarantee any of these rights? Why or why not?

Let the group know that it wasn't until the Americans With Disabilities Act (ADA) took effect on July 26, 1990, that there was significant change, which included changes in building codes, work practices and schools.

Have participants discuss, as a whole group, the various rights, and see if they can come to a class consensus as to which rights discussed should be guaranteed by the US government.

Rights are essential, and often the first stage of a fight for liberation, but they are not enough. That is what disability justice is addressing. Disability justice goes beyond rights and what the government does to make sure people with disabilities are able to live the lives they want. As noted earlier, Section 504 mandated that accommodations be made for people with disabilities. In essence, they were "given" their rights, but little to nothing was done to fully enforce them.

End by asking participants about ways they think Section 504 could be even further enforced.

To extend this activity (additional time needed), have participants write a persuasive argument-based letter to their councilperson, senator, or congressperson about why a specific right should be guaranteed. Included in the letter should be specific examples from the Universal Declaration of Human Rights, the Constitution, other documents such as Section 504 or the ADA, and examples from history to support their argument.

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## Activity 6: 504 Sit-In: We're Gonna Fight...For Our Rights (35–40 minutes)

Inform participants that you will be discussing the 504 sit-in. Ask participants if they have ever heard the term “sit-in” and if so to give their definitions. Then offer them this definition: “Sit-in: to occupy a place as a form of protest.”

Ask participants to give an example of a sit-in and why might people want to have a sit-in? Examples of sit-ins include Occupy Wall Street, the lunch counter sit-ins during the apex of the African American struggle for civil rights in the mid-20th century, and contemporary Black Life Matters protests where traffic was blocked or disrupted.

Inform participants that you are going to show a section of CRIMP CAMP that provides context for and footage of the 504 sit-in (1:01–1:27). Make note of the fact that it is 1977, four years after Section 504 was passed. Have them pay special attention to the theme of power—how it is used and/or how it changes—and write down anything pertaining to this theme.

Once complete, ask participants:

- What grabbed your attention and why?
- Who was in power before, during, and after the sit-in? Why?
- Why do you think it took 24 days for the regulations to be signed?

The 504 sit-in was a pivotal moment in the disability rights movement. This movement was focused on making sure people with disabilities were not discriminated against. This show of collective power by people with all types of disabilities, and support from non-disabled allies, moved the disability rights movement forward, eventually leading to the creation of the Americans with Disabilities Act of 1990 (ADA).

To extend this activity (additional time needed), explore other movements in the US. Using digital social media, have participants look for contemporary movements and how they are activated through hashtags, specifically on Twitter and Instagram. Participants can trace a specific hashtag related to a protest or civil rights movement, or even the hashtags connected with the Crip Camp twitter account. Have them chart the origins and movement of the hashtag including the number of impressions and the locations where the hashtag is used.

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## Activity 7: Reflective Writing Prompt (5 minutes)

The goal of this activity is to affirm participants and help them synthesize their work around civil and human rights.

Thank participants for their engagement. On the board, write the following: “I/We have a human right to...”

Instruct them to spend 1-2 minutes writing words on a sticky note. Post the words for all to see and have volunteers read their list of words aloud. Alternatively, invite participants to create images related to one or more of the words. Finally, ask participants to share ways in which they feel they can help support rights and justice for all.

## Whose Rights? Handout

Directions: For each right listed below, indicate with a check in the appropriate box whether it is included in the Universal Declaration of Human Rights (Column #1) and the Section 504 of the 1973 Rehabilitation Act (Column #2). Also indicate whether you think this right should be guaranteed by the United States government (Column #3).

RIGHT	1.Included in UDHR	2. Included in Section 504	3. Should be guaranteed by the US Government
1. Fair Employment			
2. Education			
3. Public Transportation			
4. Adequate shelter			
5. Health Care			
6. Trial by jury			
7. Adequate food			
8. Right to clean air and water			
9. Access to public spaces like parks			
10. Right to live as you please			

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# Resources

## Glossary

### Americans With Disabilities Act

The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else. The ADA is divided into five titles (or sections) that relate to different areas of public life.

- Employment
- Public Services: State and Local Government
- Public Accommodations and Services Operated by Private Entities
- Telecommunications
- Miscellaneous Provisions

<https://www.adata.org/factsheet/ADA-overview>

### Civil Rights

The rights of citizens to political and social freedom and equality.

### Discrimination

Unfair treatment of someone based on their membership in a group defined by race, ethnicity, sex, sexual orientation or other factors.

### De Facto Discrimination

Unfair treatment of someone that is a matter of custom but not based in law.

### De Jure Discrimination

Unfair treatment of someone that is based on laws.

### Integration

A situation in which different groups—such as those defined by race, ethnicity, sex, sexual orientation, ability, or other factors—live together and use the same facilities.

## Human Rights

The basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe, or how you choose to live your life.

## Segregation

The separation of a specific racial, religious, or other group from the general body of society.

## Sit-In

To occupy a place as a form of protest.

## Unconstitutional

Inconsistent with the provisions in a country's constitution.

## Universal Declaration of Human Rights (UDHR)

Proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages; it can be found online and in PDF form here: <https://rb.gy/iy4vir>

## Learn More

### Read

OHCHR and the rights of persons with disabilities. 2020.

Available at: <https://www.ohchr.org/EN/Issues/Disability/Pages/DisabilityIndex.aspx>

### Watch

Judith Huemann. 2016. "Our fight for Disability Rights—And Why We're Not Done Yet."

Available at: <https://rb.gy/bo0irj>

### Listen

The Accessible Stall With Kyle and Emily. 2019. The Americans With Disabilities Act (*Episode 76*).

Available at: <https://www.theaccessiblestall.com/episode-76-the-americans-with-disabilities-act/>

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# Social Emotional Learning Competencies (CASEL)

## Self-awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

## Self-management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

## Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

## Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

## Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

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# Common Core State Standards for English Language Arts/Literacy

## Reading (Informational)

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Speaking and Listening

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## Language

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## History/Social Studies

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.