Research topic: NAACP

Your group will be completing research on the NAACP to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

• What is the NAACP?
• Membership - key members and member numbers
• Beginnings - founding members and date
• Ethos - what did they believe? What did they aim to achieve?
• Main events the organisation was involved in
• A quote about the NAACP
• An image or a video
• The ongoing legacy of NAACP

Start your research here: http://www.history.com/topics/naacp and here: http://www.naacp.org/

Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:
Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.
Research topic: Black Panther Party

Your group will be completing research on the Black Panther Party to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

- What is the Black Panther Party?
- Membership - key members and member numbers
- Beginnings - founding members and date
- Ethos - what did they believe? What did they aim to achieve?
- Main events the organisation was involved in
- A quote about the Black Panther Party
- An image or a video
- The ongoing legacy of the Black Panther Party


Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:
Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.
Research topic: Dr. Martin Luther King Jr.

Your group will be completing research about Dr. Martin Luther King Jr. to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

- Life span including cause of death
- Education
- Family
- Contribution to the Civil Rights Movement
- Membership in organisations
- Achievements
- A quote about or from Dr. Martin Luther King Jr.
- An image or a video
- The ongoing legacy of Dr. Martin Luther King Jr.

Start your research here: https://www.history.com/topics/black-history/martin-luther-king-jr and http://www.thekingcenter.org/

Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:
Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.
Research topic: Malcolm X

Your group will be completing research about Malcolm X to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

- Life span including cause of death
- Education
- Family
- Contribution to the Civil Rights Movement
- Membership in organisations
- Achievements
- A quote about or from Malcolm X
- An image or a video
- The ongoing legacy of Malcolm X

Start your research here: http://www.history.com/topics/black-history/malcolm-x

Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:

Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.
Research topic: Montgomery Bus Boycott

Your group will be completing research about the Montgomery Bus Boycott to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

- When did the Montgomery Bus Boycott take place?
- Who was involved?
- Why did the event take place? Was there an event in the lead up that was a catalyst for the boycott?
- What happened?
- Where did this take place?
- What opposition did they face?
- Did anything happen because of the protest?
- Include a quote about the event
- The ongoing legacy of the Montgomery Bus Boycott

Start your research here: http://www.history.com/topics/black-history/montgomery-bus-boycott

Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:
Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.
Research topic: Greensboro Diner Sit-in

Your group will be completing research about the Greensboro Diner Sit-in to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

- When did the Greensboro Diner Sit-in take place?
- Who was involved?
- Why did the event take place? Was there an event in the lead up that was a catalyst for the Sit-in?
- What happened?
- Where did this take place?
- What opposition did they face?
- Did anything happen because of the Sit-in?
- Include a quote about the event
- The ongoing legacy of the Greensboro Diner Sit-in

Start your research here: http://www.history.com/topics/black-history/the-greensboro-sit-in

Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:
Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.
Research topic: March on Washington

Your group will be completing research about the March on Washington to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

- When did the March on Washington take place?
- Who was involved?
- Why did the event take place? Was there an event in the lead up that was a catalyst for the march?
- What happened?
- Where did this take place?
- What opposition did they face?
- Did anything happen because of the march?
- A quote about the event
- Information about the ongoing legacy of the March on Washington

Start your research here: http://www.history.com/topics/black-history/march-on-washington

Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:
Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.
Research topic: The Freedom Rides

Your group will be completing research about the Freedom Rides to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

• When did the Freedom Rides take place?
• Who was involved?
• Why did the event take place? Was there an event in the lead up that was a catalyst for the Freedom Rides?
• What happened?
• Where did this take place?
• What opposition did they face?
• Did anything happen because of the Freedom Rides?
• Include a quote about the event
• Information about the ongoing legacy of the Freedom Rides

Start your research here: http://www.history.com/topics/black-history/freedom-rides

Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:
Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.
Research topic: Selma to Montgomery Student March

Your group will be completing research about the Selma to Montgomery Student March to share with your peers.

Content
Create an exhibit for the class gallery walk featuring the following information:

- When did the Selma To Montgomery Student March take place?
- Who was involved?
- Why did the event take place? Was there an event in the lead up that was a catalyst for the march?
- What happened?
- Where did this take place?
- What opposition did they face?
- Did anything happen because of the march?
- Include a quote about the event
- Information about the ongoing legacy of the Selma to Montgomery Student March

Start your research here: http://www.history.com/topics/black-history/selma-montgomery-march

Remember to cite each of the sources of information that you include in your exhibit!

Consider the format:
Present what you find as an exhibit in a gallery walk. This means that it will need to be a stand-alone exhibit that communicates information with a person presenting. It could be a poster, a short movie a PowerPoint presentation or anything else you can imagine.

Share the tasks:
Ensure that tasks are distributed equitably. Consider the strengths of the people assigned to this task and work with these. As a way of completing your exhibit within the allocated time frame it may be a good idea to distribute roles within the group. This might include: timekeeper, presentation design coordinator, research collator or any other roles you think may be needed.