

Performance Task – New Years Day, March on Greenville 1959

For many years, including the New Years Day March in Greenville, many African Americans, even those with higher degrees were limited in their career opportunities. African Americans with influence were mostly teachers, preachers, or morticians. With this information, the students will review career clusters and identify careers that African Americans did not occupy in 1959. With this information, the students can see how African Americans have diversified their career opportunities since 1959.

Common Core State Standard 7.7

The students will draw evidence from literary texts to compare and contrast the New Years Day March on Greenville to the peaceful independence strategies used by Father Miguel Hidalgo in his pursuit for independence for Latin America.

Common Core State Standard 7.2

The students will interview someone who lived in Greenville during the Greenville New Year's Day March of 1959. The person interviewed will describe the experiences of African Americans living in Greenville during this time period. This interview will reference employment opportunities, use of public facilities, restrooms, libraries, as well as career opportunities in local government. In this interview, the student can give the reader an idea of how far Greenville has come with race relations.

Common Core State Standard 7.3

Greenville - New Year's Day March-The students will take the position of a journalist writing for the *Greenville News*. The students will bring to life the activities and events, as well as the key people involved in this historic day.