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| Role | Audience | Format | Topic | Time (for advanced readiness students) | Strong Adverb |
| African American Veteran of World War I | **President of the United States at the White House** | **Speech** | **Anti-lynching legislation** | **1865** | **INVESTIGATE deep, new ideas** |
| United States History Teacher | **Members of Congress** | **Political Cartoon** | **Volunteering to join the military and helping fight the war** | **1917** | **PREDICT the future if things stay the same** |
| President Woodrow Wilson | **School children** | **Song** | **War Propaganda** | **1963** | **ANALYZE something in a new way** |
| Parent of an African American soldier wounded or killed in battle | **Members of Veterans of Foreign Wars (VFW)** | **Poem** | **Civil Rights** | **September 12, 2001** | **DEMONSTRATE higher level thinking about your topic** |
| Marcus Garvey or other Civil Rights Advocate like A. Philip Randolph | **Supporters of Segregation** | **Email letter to a prominent newspaper editor** | **Election of 1920** | **July 31st, 2014** | **SUPPORT those who believe strongly in the topic** |
| Museum Curator | **Leader of another country** | **A sign used for protesting or demonstrating** | **A current war** | **July 31st, 2020** | **DEVELOP a new way to consider the topic** |