### Lesson Title
Civil Rights Movement: Non-Violent Resistance vs. Black Nationalism

### Teacher
Ms. Cristin Kent

### Grade Level
11th

### Duration of Lesson
One class period

### Lesson Topic
Evaluate the opposing civil rights strategies of MLK and Malcolm X

### SC Standards and Indicators
USHC 9.5

Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.

### Academic Vocabulary
1. **Civil liberties** - Rights that need protection *from* the government
   - **Civil Rights** - Rights that need protection *by* the government

2. **Segregation** - A social system that provides separate facilities for minority groups.
   - **De facto Segregation** - Segregation which exists in practice, custom.
   - **De jure Segregation** - Segregation required by law.

3. **Non-violent resistance** - Practice of achieving social or political goals through civil disobedience, without using violence.


5. **Armed Self Defense** - An act that involves defending oneself, property or another from physical harm.

6. **Jim Crow** - Laws which required that African Americans have separate facilities.

7. **Plessy vs. Ferguson** - Legislation that established “separate but equal” institutions.
Lesson Materials

1. Bell work handout—Modified Bill of Rights
2. Guided Notes: Non-Violent Resistance vs. Black Nationalism
3. Audio—“I have a Dream” speech, available on iTunes.
4. Video—http://www.archive.org/details/PBSTheHateThatHateProduced
5. Primary documents related to the Civil Rights Movement.
6. Poster boards, coloring materials, glue, and scissors.

Lesson Set

<table>
<thead>
<tr>
<th>Content Objective(s)</th>
<th>1. Compare and contrast the civil rights strategies of Martin L. King Jr. and Malcolm X in the early 1960s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Objective(s)</td>
<td>K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships.</td>
</tr>
<tr>
<td>Lesson Importance</td>
<td>The Civil Rights Movement led to the desegregation of various facilities in the South. This action ultimately led to increased opportunities for African Americans, especially involving education.</td>
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<tr>
<td>Connections to prior and future learning</td>
<td>Students have learned the importance of the Civil Rights Movement in the pursuit of equality in America; students will be learning more about the various strategies used in the movement and how they differed from one another; Students will also be required to evaluate which strategy they consider to be the most effective for the movement.</td>
</tr>
<tr>
<td>Anticipatory Set/ Hook (Engage)</td>
<td><em><strong>Hand out—Modified Bill of Rights</strong></em> Imagine that the civil rights of the American people are going to be LIMITED! You must select ONLY three of the following rights on your handout. Which of these rights are the MOST important? Which would you choose to keep and why? Be prepared to share.</td>
</tr>
</tbody>
</table>

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

Introduce content

Provide each student with the Guided Notes: Non-Violent Resistance vs. Black Nationalism. Lecture will include definitions, photo analysis, and discussion of non-violent resistance, black nationalism, and armed self-
“I do”
Skill from literacy objective
introduce/explain/model

*I Hand out—Guided Notes: Non-Violent Resistance vs. Black Nationalism*

Although the Civil Rights Movement began in the 1950s, activism among individuals and civil rights groups peaked in the 1960s, marked by several new tactics that proved effective in challenging segregation. In February 1960, four male African American students of North Carolina A &T sat down at a segregated lunch counter in Greensboro, North Carolina. They refused to leave after they were denied service.

The “Sit in” became a strategy that was used throughout the South. By 1961 African American and Caucasian civil rights activists began to participate in “freedom rides”. These activists would travel in small groups to the South to challenge segregation laws. Reverend Martin Luther King Jr. (MLK), an orator who won the 1964 Nobel Peace Prize for his civil rights activism, became the face of the non-violent resistance strategy.

Despite the achievements of MLK not all African Americans supported the non-violent demonstration approach. Other civil rights groups and individuals believed equality could not be achieved peacefully or with the cooperation of other races. Leaders of the Black Muslims, Elijah Muhammad and Malcolm X, did not seek or accept help from Caucasians involved in the Civil Rights Movement.

Malcolm X had especially lost faith in the non-violent resistance approach. “The day of non-violent resistance is over! Revolutions are never based upon love-your-enemy, and pray-for-those-who-despitefully-use-you. And revolutions are never waged by singing ‘We Shall Overcome.’ Revolutions are based on bloodshed.” (Hine et all, pg 434). Malcolm’s disenchanted views associated with racial integration became increasingly popular among African Americans frustrated by white violence. Eventually Malcolm became disillusioned with Muhammad’s aversion to political activism and pessimistic views of white America. In 1964 he broke away from the Nation of Islam and repudiated many of its doctrines.

Non-violent resistance demonstrations, black nationalism, and armed self-defense eventually put pressure on the federal government to act. Federal troops and marshals were used to integrate schools, universities, and public places throughout the South.

**Guided Practice**

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.
<table>
<thead>
<tr>
<th>“We do” Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Activity</strong></td>
<td>Include student “explore” components and opportunities for them to explain their learning.</td>
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<thead>
<tr>
<th><strong>Hand out—“I Have a Dream”</strong>*</th>
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<tr>
<td>1. <strong>Audio</strong>: Listen to Martin Luther King Jr., “I Have a Dream” speech while reading along. Each student should highlight or underline what they consider to be the most profound phrases of the speech. Discuss as a class afterwards.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Hand out—Primary Source Documents: Malcolm X &amp; MLK</strong>*</th>
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<tr>
<td>2. <strong>Video</strong>: <a href="http://www.archive.org/details/PBSTheHateThatHateProduced">http://www.archive.org/details/PBSTheHateThatHateProduced</a> Play for ten minutes before beginning document analysis. Quickly discuss the differences students observed between MLK and Malcolm X in relation to their message, tone, and word choice.</td>
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<thead>
<tr>
<th><strong>Hand out—“Informal” Assessment</strong></th>
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<tr>
<td>3. Divide students into pairs and provide each student with a handout. Before assessing the document have each group read the text from right to left and identify any words they are not familiar with. List these words on the board and define each before students read the primary documents. Each pair must summarize the main idea of each document and select a key quote or statement relevant to the main idea. After each document, a discussion will be held to ensure that all are analyzing the document correctly.</td>
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| Checking for Understanding-“Informal” Assessment | After document analysis each pair will provide one type of activism that was encouraged or discouraged by MLK or Malcolm X. They must place this information in the correct position on the graph provided in the PowerPoint. |

<table>
<thead>
<tr>
<th><strong>Closure</strong></th>
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<tr>
<td>Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.</td>
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<thead>
<tr>
<th>Content Solidified</th>
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<tr>
<td>Review how MLK and Malcolm X differed in their strategies to defeat racism. Using the completed chart discuss with students which types of activism they think would be effective in the struggle for equal civil rights. Which civil rights leader had the best strategy?</td>
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<thead>
<tr>
<th>Independent Practice</th>
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<tr>
<td><strong>“You Do”</strong></td>
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<tr>
<td>Create a bumper sticker in support of Malcolm X or MLK civil rights strategy. Your bumper sticker must include a slogan and a relevant image. On the back of your bumper sticker you must compose a summary of which method they feel is most effective and why. What components make your selected strategy better than the other? Are there any negative components associated with your strategy? Slogans and images must be approved by the teacher before creating your bumper sticker.</td>
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### Summative/ “Formal” Assessment

<table>
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<tr>
<th>Assessment</th>
<th>See Independent Practice</th>
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### Differentiation

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<tr>
<th>During Lesson</th>
<th>Sensory modalities are addressed with visual, auditory, and kinesthetic--</th>
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<tbody>
<tr>
<td>Assessment</td>
<td></td>
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</tbody>
</table>
References


Bell work Handout—Modified Bill of Rights

Amendment 1
* Freedoms, Petitions, Assembly *
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment 2
* Right to bear arms *
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment 4
* Search and arrest *
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment 5
* Rights in criminal cases *
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 6
* Right to a fair trial *
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment 7
* Rights in civil cases *
In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment 8
* Bail, fines, punishment *
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9
* Rights retained by the People *
The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment 13
* Abolition of slavery *
Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. Section 2. Congress shall have power to enforce these article by appropriate legislation.
Amendment 14
Civil rights
Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Amendment 15
Black suffrage
Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 19
Women's suffrage
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any States on account of sex. Congress shall have power to enforce this article by appropriate legislation.

Amendment 26
18-year-old suffrage
Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age. Section 2. The Congress shall have power to enforce this article by appropriate legislation.
Guided Notes: Non-Violent Resistance vs. Black Nationalism

Definitions

1. Civil liberties-
2. Civil Rights-
3. Segregation-
4. De facto Segregation-
5. De jure Segregation-
6. Non-violent resistance-
7. Jim Crow-
8. Plessy vs. Ferguson-
Photo Analysis

List at least five types of facilities that were segregated.
1.
2.
3.
4.
5.

Definitions

1. Non-violent resistance-
2. Black Nationalism-
3. Armed Self Defense-

List examples of the following Civil Rights Strategies that you know!

<table>
<thead>
<tr>
<th>Non-violent Resistance</th>
<th>Black Nationalism</th>
<th>Armed self-defense</th>
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</thead>
</table>
“I Have a Dream”

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we've come to our nation's Capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.

This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check; a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check- a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.

Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?"

We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for whites only."
We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.
No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exhalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.
This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring."

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that; let freedom ring from the Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.
And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"
Primary Source Documents: Malcolm X


1. Main Idea of the Document:

2. Key quote or statement:

I tell sincere white people, “Work in conjunction with us – each of us working among our own kind.” Let sincere white individuals find all other white people they can who feel as they do – and let them form their own all-white groups, to work trying to convert other white people who are thinking and acting so racist. Let sincere whites go and teach non-violence to white people!

We will completely respect our white co-workers. They will deserve credit. We will give them every credit. We will meanwhile be working among our own kind, in our own black communities – showing and teaching black men in ways that only other black men can – that the black man has got to help himself. Working separately, the sincere white people and sincere black people actually will be working together.


1. Main Idea of the Document:

2. Key quote or statement:

...(W)e have to learn how to own and operate the businesses of our community and develop them into some type of industry that will enable us to create employment for the people of our community so that they won’t have to constantly be involved in picketing and boycotting other people in other communities in order to get a job.

Also, in line with this economic philosophy of black nationalism, in order for us to control the economy of our own community, we have to learn the importance of spending our money in the community where we live. (W)hen you take money out of the neighborhood in which you live...the neighborhood in which you spend your money becomes wealthier and wealthier, and the neighborhood out of which you take your money becomes poorer and poorer.

...(W)e haven’t learned the importance of owning and operating businesses...so even when we try and spend our money in the neighborhood where we live, we’re spending it with someone who puts it in a basket and takes it out as soon as the sun goes down.

So the economic philosophy of black nationalism puts the burden upon the black man of learning how to control his own economy.
Primary Source Documents: Martin Luther King Jr.

Source: Martin Luther King, "Nonviolence: The Only Road to Freedom." Ebony, October 21, 1961.

1. Main Idea of the Document:

Along with the march as a weapon for change in our nonviolent arsenal must be listed the boycott. Basic to the philosophy of nonviolence is the refusal to cooperate with evil. There is nothing quite so effective as a refusal to cooperate economically with the forces and institutions which perpetuate evil in our communities.

In the past six months simply by refusing to purchase products from companies which do not hire Negroes in meaningful numbers and in all job categories, the Ministers of Chicago under SCLC's Operation Breadbasket have increased the income of the Negro community by more than two million dollars annually.... This is nonviolence at its peak of power, when it cuts into the profit margin of a business in order to bring about a more just distribution of jobs and opportunities for Negro wage earners and consumers.

Source: Martin Luther King, Stride Toward Freedom, 1958.

1. Main Idea of the Document:

...(W)e will match your capacity to inflict suffering with our capacity to endure suffering. We will meet your physical force with soul force. We will not hate you, but we cannot in all good conscience obey your unjust laws. Do to us what you will and we will still love you. Bomb our homes and threaten our children; send your hooded perpetrators of violence into our communities and drag us out on some wayside road, beating us and leaving us half dead, and we will still love you. But we will soon wear you down by our capacity to suffer. And in winning our freedom we will appeal to your heart and conscience so that we will win you in the process.
# Making A Poster: Civil Rights Movement Bumper Sticker

**Teacher Name:** Ms. Kent

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Graphics - Relevance</strong></td>
<td>All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. Most borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is 1 grammatical mistake on the poster.</td>
<td>There are 2 grammatical mistakes on the poster.</td>
<td>There are more than 2 grammatical mistakes on the poster.</td>
</tr>
<tr>
<td><strong>Content - Accuracy</strong></td>
<td>At least 4 accurate facts are described in the summary on the back of the bumper sticker.</td>
<td>At least 3 accurate facts are described in the summary on the back of the bumper sticker.</td>
<td>At least 2 accurate facts are described in the summary on the back of the bumper sticker.</td>
<td>At least 1 accurate facts are described in the summary on the back of the bumper sticker.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>

**Date Created:** Jun 27, 2011 11:07 pm (CDT)