

Unit Outline Template

Unit Name: Civil Rights Movement		Subject: Social Studies		Grade 8		Unit Duration:		Administration Date:	
Overarching Questions: <i>present the big inquiries of a unit. These text based questions reach across and connect all unit texts. Each text allows students to deepen responses to the overarching questions.</i>		<ol style="list-style-type: none"> 1. What are the ways in which African Americans have been denied equal rights? 2. What are some of the methods that individuals, groups, and/or the government have used since 1950 to deal with the inequality faced by African Americans? 							
Primary CCLS Addressed in the Unit: <i>What are the standards of focus that are developed throughout the unit?</i>		RH6-8.1, RH6-8.2, RH6-8.4, RH6-8.8, RH6-8.9, RH6-8.10 WHST 6-8.2a, WHST 6-8.2b, WHST 6-8.2c, WHST 6-8.2d, WHST 6-8.2e, WHST 6-8.2f, WHST 6-8.4, WHST 6-8.5, WHST 6-8.7, WHST 6-8.9, WHST 6-8.10							
Sequenced Texts: <i>Texts cohere around the same content/topic as assessment texts. Texts a) allow for CCLS-based work that parallels assessments; b) are sequenced to prompt retrospective work; and c) at least one provides a model of the kind of writing required by the culminating assessment.</i>		Text 1 The Civil Rights Movement Lexile 930	Text 2 Brown v. Board of Education (1954) Lexile 1140	Text 3 Rosa Park Bus – The Story Behind the Bus Lexile 1190	Text 4 Reverend Abernathy Recalls the Montgomery Improvement Association’s (MIA) First Meeting Lexile 1130	Text 5 Civil Rights Leaders March on Washington Photo/Bayard Rustin Reflects on the March on Washington for Jobs and Freedom Lexile 1250	Text 6 The 24 th Amendment The 1965 Voting Rights Act Lexile 1410		
Instructional Tasks: <i>Text-based questions/tasks to guide multiple readings of each text. The questions a) are sequenced to move learners from literal comprehension to higher level thinking about a text and b) mirror the assessment tasks in order to provide support for students to learn the content, habits, and skills they need to successfully and independently complete the unit's culminating task.</i>		Text-based Questions <ol style="list-style-type: none"> 1. Name two rights that were denied African Americans by the laws of segregation before the Civil Rights movement. 2. What was the outcome of the Brown vs. Board of Education of Topeka, Kansas lawsuit in 1954? 3. Who were the “Little Rock Nine” and what actions needed to be taken in order for them to safely enter <i>Little Rock Central High School</i> in 1957? 4. What important lesson did African Americans learn from the 	Text-based Questions <ol style="list-style-type: none"> 1. Why didn’t Linda Brown attend the elementary school seven blocks from her home? 2. Why did Oliver Brown and thirteen other parents file a lawsuit against the Topeka Board of Education for their children? 3. How did the Plessy v. Ferguson case impact the Court’s ruling at the state level? 4. What did the NAACP decide to do on October 1, 1951? What were the arguments for each side of this case? 	Text-based Questions <ol style="list-style-type: none"> 1. What was the standard practice on Montgomery City busses during the 1950’s? 2. How did Rosa Parks initiate a new era in the African American quest for freedom and equality? 3. What did Rosa Parks mean when she said, “When I made that decision, I knew that I had the strength of my ancestors with me.” 4. Why was it difficult to enforce the Jim Crow laws on busses? 	Text-based Questions <ol style="list-style-type: none"> 1. What two resolutions had Reverend Abernathy been working on for the first mass meeting of the MIA? 2. Why were the members of the MIA so conflicted over the possible continuation of the bus boycott? 3. How did the size of the crowd determine whether to continue the protest? 4. What inspired the MIA Leadership to overcome their feelings of cowardice, submissiveness and 	Text-based Questions <ol style="list-style-type: none"> 1. Bayard Rustin states that, “What made the march was that black people voted that day with their feet.” What did he mean by that? 2. Why did the organizers of the March on Washington invite 300 Congressmen? 3. What impact did the March have on government policies toward inequalities faced by African Americans? 4. Why was it so important to the organizers that not a single piece of litter was left behind? 5. Who was A. Philip Randolph and why was he a prominent figure during the March on 	Text-based Questions <ol style="list-style-type: none"> 1. Before the 24th Amendment, how were African Americans prevented from having any kind of political power? 2. Why was the 24th Amendment necessary if <u>all</u> citizens’ rights to vote were protected by the 15th Amendment? 3. What are the key features of Section 1 and Section 2 of the 24th Amendment? 4. How did the Southern states feel about the 24th Amendment? 5. Why did President Johnson feel so strongly about a Voting Rights Act? 6. What impact did the Voting 		

	<p>Montgomery bus boycott that shaped their future demonstrations?</p> <p>5. The Woolworth’s sit-in was a peaceful demonstration yet day after day the protestors were arrested. What laws were they disobeying?</p> <p>6. There are minorities in the world today that are still fighting for their civil rights. What are some of the specific things they are fighting for?</p>	<p>5. What did the Supreme Court’s final ruling say about the future of segregation in the United States?</p>	<p>5. When Rosa Parks was a girl, black children had to walk to school while the white children rode the bus. What realization did this situation lead Rosa and other young African Americans to?</p> <p>6. What statement was Montgomery, Alabama making when it gave bus drivers the authority to carry a gun while driving the bus?</p> <p>7. What was the economic impact of the Montgomery bus boycott?</p> <p>8. Provide evidence from the text that supports the statement “<i>transportation was one of the most volatile arenas for race relations in the South.</i>”</p>	<p>timidity?</p> <p>5. Why was Rosa Parks presented at the mass meeting of the MIA ?</p>	<p>Washington?</p> <p><u>I Have a Dream Speech</u> excerpt</p> <p>1. What is the “hallowed spot” Dr. King refers to in the first sentence. Explain its significance to African American history.</p> <p>2. What did Dr. King mean by “Nineteen sixty-three is not an end but a beginning.”</p> <p>3. At many points in the speech, King used poetic language to compare/contrast segregation to integration.</p> <p>4. Why would he have used this type of language? Was his use of it successful? Give one specific example of his use of poetic language.</p> <p>5. Given the knowledge you have about Dr. King’s philosophy of non-violence, what is your reaction to the last two sentences in Paragraph 2?</p>	<p>Rights Act have on the southern states and how did this validate what Dr. King had predicted years earlier?</p> <p>7. What did V. Sanders mean by the phrase “legislative revolution?”</p> <p>8. Why was Johnson so successful in passing civil rights legislation?</p>
<p>Embedded Assessments: List the ways in which you will assess student learning during and after the instructional task.</p>	<p>Annotated Text Graphic Organizer Response to TBQs</p>	<p>Annotated Text Graphic Organizer Response to TBQs</p>	<p>Photo Analysis Worksheet Annotated Text Graphic Organizer Response to TBQs</p>	<p>Annotated Text Graphic Organizer Response to TBQs</p>	<p>Photo Analysis Worksheet Speech Analysis Worksheet Annotated Text Response to TBQs</p>	<p>Graph Analysis Sheet Annotated Text Response to TBQs</p>
<p>Specific CCLS: List the standard(s) or part(s) of standards related to each text (i.e., standards that can be addressed by tasks related to that text).</p>	<p>RH6-8.1, RH6-8.2, RH6-8.4, RH6-8.8, , RH6-8.10 WHST 6-8.2d, WHST 6-8.4, WHST 6-8.8, WHST 6-8.9, WHST 6-8.10</p>	<p>RH6-8.1, RH6-8.2, RH6-8.4, RH6-8.8, RH6-8.9, RH6-8.10 WHST 6-8.2d, WHST 6-8.4, WHST 6-8.8, WHST 6-8.9, WHST 6-8.10</p>	<p>RH6-8.1, RH6-8.2, RH6-8.4, RH6-8.8, , RH6-8.10, WHST 6-8.2d, WHST 6-8.4, WHST 6-8.8, WHST 6-8.9, WHST 6-8.10</p>	<p>RH6-8.1, RH6-8.2, RH6-8.4, RH6-8.8, RH6-8.10, WHST 6-8.2d, WHST 6-8.4, WHST 6-8.8, WHST 6-8.9, WHST 6-8.10</p>	<p>RH6-8.1, RH6-8.2, RH6-8.4, RH6-8.8, RH6-8.9, RH6-8.10, WHST 6-8.2d, WHST 6-8.4, WHST 6-8.8, WHST 6-8.9, WHST 6-8.10</p>	<p>RH6-8.1, RH6-8.2, RH6-8.4, RH6-8.8, RH6-8.9, RH6-8.10, WHST 6-8.2d, WHST 6-8.4, WHST 6-8.8, WHST 6-8.9, WHST 6-8.10</p>
<p>Culminating Assessment Task: It may be helpful to use language from the primary CCLS addressed in the unit to write the task. Also note text(s) used.</p>	<p>Using the information from the documents and your knowledge of social studies, write an informative/explanatory essay in which you 1) discuss the ways in which African Americans have been denied equal rights and 2) discuss the methods that individuals, groups, and/or the government have used since 1950 to deal with the inequality faced by African Americans. Develop your essay with relevant, well-chosen facts, definitions, concrete details, and quotations along with other information and examples from at least four of the documents. You may also include additional outside information. Be sure to maintain a formal style and objective tone throughout your essay.</p>					

The Civil Rights Movement

Imagine laws that prohibit you from drinking at certain water fountains. Restaurants that will not serve you, and bus drivers who will not allow you to sit wherever you want on their buses. All of this is happening because of your skin color. This is called segregation (seg-rih-GAY-shuhn), and it is how things used to be for African Americans in parts of the United States, especially those living in the South. Then, some brave individuals decided it was time for a change. They began the Civil Rights Movement, and things started to improve.

Oliver Brown wanted his daughter to go to the school closest to their Kansas home. However, she was an African American, and the nearby school was only for white children. The National Association for the Advancement of Colored People (NAACP) saw an opportunity to challenge segregation in the courts and sued to get the child enrolled in the white school. The lawsuit was *Brown v. Board of Education of Topeka, Kansas*, and it went all the way to the U.S. Supreme Court in 1954. The Court ruled that segregation in public schools was illegal (il-LEE-guhl). It was a major victory, but the battle was far from over.

Now the Hard Part Begins

Schools were slow to obey the Supreme Court's ruling. In 1957, a federal court ordered Little Rock, Arkansas, to desegregate (dee-SEG-rih-gate) its schools. The nine African American students registered at Little Rock Central High School were supposed to start on September 4, but the Arkansas governor sent armed guards to keep them out. This was a direct violation (vye-oh-LAY-shuhn) of the court's order. So, on September 23, U.S. President Dwight Eisenhower had the "Little Rock Nine" escorted into the school. However, angry parents and students caused problems, and the nine students were removed for their own safety. The next day, armed U.S. soldiers arrived and led them into the building. Once inside, the students endured name-calling, assaults, and threats.

In 1960, six-year-old Ruby Bridges started first grade at an all-white school in New Orleans, and furious parents removed their children from Ruby's classroom. For an entire year, Ruby was in a class all by herself. For most of the year, protesters stood outside the school.



Peaceful Protests Change Things

In the South, African Americans had to ride in the rear of public buses. If the bus filled up, African Americans had to give up their seats to white riders. One day, Rosa Parks, an African American, refused to give up her bus seat to a white man. The police arrested Parks and put her in jail. Jo Ann Robinson, a local civil rights leader, sent out flyers urging African Americans not to ride the city buses. Robinson meant for this boycott to last one day, but instead it lasted a year. During that time, not a single African American set foot on a bus. They realized that they had to act together to overturn the law. In the end, African Americans could sit wherever they liked on buses, and they no longer had to give up their seats. People saw that they could use nonviolent resistance to make positive changes.

“White-only” lunch counters were a way of life in the South. But one day, four young African American men defied (DEE-fyd) those laws at a Woolworth’s department store. They sat and ordered food at a “white-only” lunch counter. The waitress refused to serve them, but the men did not leave. They were not violent, and they acted with respect. This was the first sit-in. Other students joined them the next day and every day for the next six months. When one group was arrested, another group would take its place. Finally, on July 25, 1960, the lunch counter was desegregated. People staged peaceful sit-ins at segregated lunch counters throughout the South.

Civil Rights Today

Many minorities (muh-NAWR-uh-teez) still live in poverty. A minority is a person who is a member of a small group in a society. African Americans are minorities, as are American Indians, Latinos, and Hispanics. Activists (ak-TUH-vistz) work to be sure that minority children receive good health care and educational opportunities. They strive for affordable housing and job opportunities. Much progress has been made, but there is still a long way to go.



Comprehension Question

How do you think Ruby Bridges felt while sitting alone with her teacher in her classroom?

Name:

Class:

Title: _____ Author: _____

TBQ #1 Name two rights that were denied African Americans by the laws of segregation before the Civil Rights movement.	Answer:	Evidence found in paragraph # _____
TBQ #2 What was the outcome of the Brown vs. Board of Education of Topeka, Kansas lawsuit in 1954?	Answer:	Evidence found in paragraph # _____
TBQ #3 Who were the "Little Rock Nine" and what actions needed to be taken in order for them to physically enter <i>Little Rock Central High School</i> in 1957?	Answer:	Evidence found in paragraph # _____
TBQ #4 What important lesson did African Americans learn from the Montgomery bus boycott that shaped their future demonstrations?	Answer:	Evidence found in paragraph # _____
TBQ #5 The Woolworth's sit-in was a peaceful demonstration yet day after day the protestors were arrested. What laws were they disobeying?	Answer:	Evidence found in paragraph # _____
TBQ #6 There are minorities in the world today that are still fighting for their civil rights. What are some of the specific things they are fighting for?	Answer:	Evidence found in paragraph # _____

Summarize the text in one sentence.

My point of view or opinion:

Brown v. Board of Education (1954)

Imagine you are a seven year old and have to walk one mile to a bus stop by walking through a railroad switching station and then waiting for a school bus to go to a "black elementary school" or a school where only African American children went. This is what happened to Linda Brown, an African American third grader from Topeka, Kansas, even though there was a "white elementary school" only seven blocks away. A "white elementary school" was a school where only white students were able to attend.

The Lawsuit Begins

This is how the Brown vs. Board of Education lawsuit was started in 1951. Linda's father, Oliver Brown, and thirteen other parents tried to enroll their children in the local "white schools" in the summer of 1950, but were turned down because they were African Americans. They were told they must attend one of the four schools in the city for African American children. These parents filed suit against the Topeka Board of Education for their children. Oliver Brown was the first parent listed in the lawsuit, so the case was named after him. At the time of the lawsuit, Blacks everywhere were not treated fairly. For every \$150.00 spent on white children at the "white schools" only \$50.00 was spent on African American children at the "black schools." The parents of the African American children thought that their school was not treated as fairly because they were colored. They did not have the most current textbooks, not enough school supplies, and overcrowded classrooms.

After Oliver was turned down by the school, he went to the NAACP (National Association for the Advancement of Colored People) to fight to get Linda in the school. The NAACP hired lawyers to fight for African American children all around the United States to be able to go to the same schools as white children. This case was lost at the state level. The state courts referred to the case of [Plessy v. Ferguson](#) which allowed separate but equal school systems for black and white children. Since no court had ever overturned this case, the state courts thought there was no problem treating the black children that way. The state courts also stated that by treating the African American students like that now, they would better accept when they were treated like that when they were older. This was a time when black people of all ages were treated like they were a lower class or segregated. They were unable to eat in the same restaurants, drink from the same drinking fountains, or even ride in the same train cars as white people.

Brown v. Board of Education (1954)

Taking the Case to the Supreme Court

After losing the case in the state courts, the NAACP decided to take the case all the way to the United States Supreme Court. They appealed to the Supreme Court on October 1, 1951. At that time there were several cases in the United States similar to this one, cases that challenged separate schools for black and white students. They were started in the states of South Carolina, Virginia, and Delaware. They were all joined together to be fought as one.

The Supreme Court first heard from the lawyers on December 9, 1952. The lawyers for the Board of Education argued that many people, including black scholars, did not see a problem with having black students attend all black schools. The lawyers for the Browns argued that the only reason for separate education for Blacks and Whites would be if there was proof that black children were different than everyone else. The arguments lasted for three days and the Supreme Court justices talked it over for several months. At that time instead of ruling, they asked the lawyers on both sides some more questions. In the middle of this set of questions, one of the Supreme Court justices died and had to be replaced. A year after the first arguments were heard, the Supreme Court heard the case once again.



After three long years the case finally ended on May 17, 1954 with the court finding in favor of Linda Brown and the other African American children like her. The Supreme Court said that it was not fair to have black and white students separated in different schools. The judges voted on this case nine to zero. It took some states many years to put students together in schools and have them treated the same because many people were still prejudiced against Blacks.

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a

. . . We [the Supreme Court] come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” [real] factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . .

Source: *Brown v. Board of Education of Topeka*, 1954

1a According to this document, what inequality did African Americans experience? [1]

Document 1b

. . . We [the Supreme Court] conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently [by nature] unequal. Therefore, we hold that the plaintiffs [the Brown family] and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition [ruling] makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment. . . .

Source: *Brown v. Board of Education of Topeka*, 1954

b According to this document, what was the Supreme Court’s ruling in *Brown v. Board of Education of Topeka*? [1]

Name:

Class:

Title: _____ Author: _____

TBQ #1 1. Why didn't Linda Brown attend the elementary school only seven blocks from her home?	Answer:	Evidence found in paragraph # _____
TBQ #2 2. Why did Oliver Brown and thirteen other parents file a lawsuit against the Topeka Board of Education for their children?	Answer:	Evidence found in paragraph # _____
TBQ #3 3. How did the Plessy v. Ferguson case impact the Court's ruling at the state level?	Answer:	Evidence found in paragraph # _____
TBQ #4 4. What did the NAACP decide to do on October 1, 1951? What were the arguments for each side of this case? What was the court's final decision?	Answer:	Evidence found in paragraph # _____
TBQ #5 5. What did the Supreme Court's final ruling say about the future of segregation in the United States?	Answer:	Evidence found in paragraph # _____

Summarize the text in one sentence.

My point of view or opinion:

Rosa Parks Bus - The Story Behind the Bus

On December 1, 1955, Rosa Parks, a 42-year-old African American woman who worked as a seamstress, boarded this Montgomery City bus to go home from work. On this bus on that day, Rosa Parks initiated a new era in the American quest for freedom and equality.

She sat near the middle of the bus, just behind the 10 seats reserved for whites. Soon all of the seats in the bus were filled. When a white man entered the bus, the driver (following the standard practice of segregation) insisted that all four blacks sitting just behind the white section give up their seats so that the man could sit there. Mrs. Parks, who was an active member of the local NAACP, quietly refused to give up her seat.

Her action was spontaneous and not pre-meditated, although her previous civil rights involvement and strong sense of justice were obvious influences. "When I made that decision," she said later, "I knew that I had the strength of my ancestors with me."



The Rosa Parks bus in Henry Ford Museum before restoration.
Photo ID: G876

She was arrested and convicted of violating the laws of segregation, known as "Jim Crow laws." Mrs. Parks appealed her conviction and thus formally challenged the legality of segregation.

At the same time, local civil rights activists initiated a boycott of the Montgomery bus system. In cities across the South, segregated bus companies were daily reminders of the inequities of American society. Since African Americans made up about 75 percent of the riders in Montgomery, the boycott posed a serious economic threat to the company and a social threat to white rule in the city.

A group named the Montgomery Improvement Association, composed of local activists and ministers, organized the boycott. As their leader, they chose a young Baptist minister who was new to Montgomery: Martin Luther King, Jr. Sparked by Mrs. Parks' action, the boycott lasted 381 days, into December 1956 when the U.S. Supreme Court ruled that the segregation law was unconstitutional and the Montgomery buses were integrated. The Montgomery Bus Boycott was the beginning of a revolutionary era of non-violent mass protests in support of civil rights in the United States.

It was not just an accident that the civil rights movement began on a city bus. In a famous 1896 case involving a black man on a train, *Plessy v. Ferguson*, the U.S. Supreme Court enunciated the “separate but equal” rationale for Jim Crow. Of course, facilities and treatment were never equal.

Under Jim Crow customs and laws, it was relatively easy to separate the races in every area of life except transportation. Bus and train companies couldn’t afford separate cars and so blacks and whites had to occupy the same space.

Thus, transportation was one the most volatile arenas for race relations in the South. Mrs. Parks remembers going to elementary school in Pine Level, Alabama, where buses took white kids to the new school but black kids had to walk to their school.

“I’d see the bus pass every day,” she said. “But to me, that was a way of life; we had no choice but to accept what was the custom. *The bus was among the first ways I realized there was a black world and a white world*” (emphasis added).

Montgomery’s Jim Crow customs were particularly harsh and gave bus drivers great latitude in making decisions on where people could sit. The law even gave bus drivers the authority to carry guns to enforce their edicts. Mrs. Parks’ attorney Fred Gray remembered, “Virtually every African-American person in Montgomery had some negative experience with the buses. But we had no choice. We had to use the buses for transportation.”

Civil rights advocates had outlawed Jim Crow in interstate train travel, and blacks in several Southern cities attacked the practice of segregated bus systems. There had been a bus boycott in Baton Rouge, Louisiana, in 1953, but black leaders compromised before making real gains. Joann Robinson, a black university professor and activist in Montgomery, had suggested the idea of a bus boycott months before the Parks arrest.



Two other women had been arrested on buses in Montgomery before Parks and were considered by black leaders as potential clients for challenging the law. However, both were rejected because black leaders felt they would not gain white support. When she heard that the well-respected Rosa Parks had been arrested, one Montgomery African American woman exclaimed, “They’ve messed with the wrong one now.”

In the South, city buses were lightning rods for civil rights activists. It took someone with the courage and character of Rosa Parks to strike with lightning. And it required the commitment of the entire African American community to fan the flames ignited by that lightning into the fires of the civil rights revolution.

The photograph shows Rosa Parks being fingerprinted at police headquarters after refusing to give up her seat on a bus to a white man.



Source: *New York World-Telegram and Sun*, Library of Congress

2a According to this document, what did Rosa Parks refuse to do that led to the situation shown in this photograph? [1]

b According to this document, what method did African Americans use to deal with the inequality they faced in Montgomery, Alabama? [1]

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Name:

Class:

Title: _____ Author: _____

TBQ #1 What was the standard practice on Montgomery City busses during the 1950's?	Answer:	Evidence found in paragraph # _____
TBQ #2 How did Rosa Parks initiate a new era in the African American quest for freedom and equality?	Answer:	Evidence found in paragraph # _____
TBQ #3 What did Rosa Parks mean when she said, "When I made that decision, I knew that I had the strength of my ancestors with me."	Answer:	Evidence found in paragraph # _____
TBQ #4 Why was it difficult to enforce the Jim Crow laws on busses?	Answer:	Evidence found in paragraph # _____
TBQ #5 When Rosa Parks was a girl, black children had to walk to school while the white children rode the bus. What realization did this situation lead Rosa and other young African Americans to?	Answer:	Evidence found in paragraph # _____
TBQ #6 What statement was Montgomery, Alabama making when it gave bus drivers the authority to carry a gun while driving the bus?	Answer:	Evidence found in paragraph # _____
TBQ #7 What was the economic impact of the Montgomery bus boycott?		Evidence found in paragraph # _____

TBQ #8 Provide evidence from the text that supports the statement <i>“Transportation was one of the most volatile arenas for race relations in the South.”</i>		Evidence found in paragraph # _____
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Summarize the text in one sentence.	
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My point of view or opinion:	
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Reverend Abernathy Recalls the Montgomery Improvement Association's First Meeting

In the following excerpt, Reverend Ralph Abernathy remembers the first mass meeting of the Montgomery Improvement Association (MIA) at a local Baptist church on the first day of the boycott. After this, the MIA held regular weekly meetings until the boycott ended.

We, [Martin Luther] King and I, went to the meeting together. It was drizzling; I had been working up until the last minute on the resolutions. I was given instructions: one, to call off the protest, or two, if indicated, to continue the protest until the grievances were granted. We had had a successful "one-day protest," but we feared that if we extended it beyond the first day, we might fail; it might be better after all to call the protest off, and then we could hold this "one-day boycott" as a threat for future negotiations. However, we were to determine whether to continue the protest by the size of the crowds....

When we got about twenty blocks from the church we saw cars parked solid... as we got closer to the church we saw a great mass of people. The Montgomery Advertiser estimated the crowd at approximately 7,000 persons all trying to get in a church that will accommodate less than 1,000. It took us about fifteen minutes to work our way through the crowd by pleading: "Please let us through—we are Reverend King and Reverend Abernathy. Please permit us to get through...."

Those inside applauded for at least ten minutes.

It was apparent that the people were with us. It was then that all of the ministers who had previously refused to take part in the program came up to Reverend King and me to offer their services. This expression of togetherness on the part of the masses was obviously an inspiration to the leadership and helped to rid it of the cowardly, submissive, over timidity.

We began the meeting by singing Onward Christian Soldiers, Marching as to War

Mrs. Rosa Parks was presented to the mass meeting because we wanted her to become symbolic of our protest movement. Following her we presented Mr. Daniels, who happily for our meeting had been arrested on that day.... The appearance of these persons created enthusiasm, thereby giving momentum to the movement.

We then heard the resolutions calling for the continuation of the boycott... unanimously and enthusiastically adopted by the 7,000 individuals both inside and outside the church....

Source | Ralph Abernathy, "Recollection of the First MIA Mass Meeting," in *Daybreak of Freedom: The Montgomery Bus Boycott*, ed. Stewart Burns (Chapel Hill, NC: The University of North Carolina Press, 1997), pp. 93-95; from George Mason University Center for History and New Media and Stanford University School of Education, "Rosa Parks," *Historical Thinking Matters*, <http://historicalthinkingmatters.org/rosaparks/0/inquiry/main/resources/22/>

Item Type | Book (excerpt)

Name:

Class:

Title: _____ Author: _____

TBQ #1 What two resolutions had Reverend Abernathy been working on for the first mass meeting of the Montgomery Improvement Association (MIA)?	Answer:	Evidence found in paragraph # _____
TBQ #2 Why were the members of the MIA so conflicted over the possible continuation of the bus boycott?	Answer:	Evidence found in paragraph # _____
TBQ #3 How did the size of the crowd determine whether to continue the protest?	Answer:	Evidence found in paragraph # _____
TBQ #4 What led the MIA Leadership to overcome their feelings of cowardness, submissiveness and timidity?	Answer:	Evidence found in paragraph # _____
TBQ #5 Why was Rosa Parks presented at the MIA meeting that night?	Answer:	Evidence found in paragraph # _____

Summarize the text in one sentence.

My point of view or opinion:



Civil Rights Leaders March on Washington

This photograph shows some of the leaders of the March on Washington for Jobs and Freedom on August 28, 1963. The group includes Dr. Martin Luther King, Jr., front row, second from left and A. Philip Randolph, second from the right. King delivered his famous "I Have a Dream" speech during the march's dramatic climax in front of the Lincoln Memorial. The event involved an estimated 250,000 people who marched for an end to racial segregation and job discrimination. The March was widely credited for leading to the passage of the Civil Rights Act of 1964 and the National Voting Rights Act of 1965.



Source | U.S. Information Agency, "Photograph of Leaders at the Head of the Civil Rights March on Washington, D.C., August 28, 1963," b/w photograph (Washington, D.C., National Archives, c1963), <http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=542002>.

Item Type | Photograph

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?



Bayard Rustin Reflects on the March on Washington for Jobs and Freedom

In this oral history Bayard Rustin offers his opinion about why the March on Washington for Jobs and Freedom, held on August 28, 1963, was a success. Rustin was an organizer of the march along with many others, including A. Philip Randolph, an African-American labor leader. Randolph had also organized the March on Washington Movement in 1941 which, through the threat of a mass march on Washington, persuaded President Franklin Roosevelt to issue an executive order banning discrimination in government employment, defense industries, and training programs. The 1963 march is best known for the stirring oratory of the "I Have a Dream" speech delivered by Rev. Martin Luther King, Jr.

It wasn't the Harry Belafontes and the greats from Hollywood that made the march. What made the march was that black people voted that day with their feet. They came from every state, they came in jalopies, on trains, buses, anything they could get—some walked. There were about three hundred congressmen there, but none of them said a word. We had told them to come, but we wanted to talk with them, they were not to talk to us. And after they came and saw that it was very orderly, that there was fantastic determination, that there were all kinds of people there other than black people, they knew there was a consensus in this country for the civil rights bill. After the March on Washington, when Kennedy called into the White House the leaders who had been resistant before the march, he made it very clear to them now he was prepared to put his weight behind the bill.

The march ended for me when we had finally made sure we had not left one piece of paper, not a cup, nothing. We had a five-hundred-man cleanup squad. I went back to the hotel and said to Mr. Randolph, "Chief, I want you to see that there is not a piece of paper or any dirt or filth or anything left here." And Mr. Randolph went to thank me and tears began to come down his cheeks.

Source | Henry Hampton and Steve Fayer with Sarah Flynn, *Voices of Freedom: An Oral History of the Civil Rights Movement From the 1950s Through the 1980s* (New York: Bantam Books, 1990).

Interviewee | Bayard Rustin

Item Type | Oral History

Name:

Class:

Title: _____ Author: _____

TBQ #1 Bayard Rustin states that, "What made the march was that black people voted that day with their feet." What did he mean by that?	Answer:	Evidence found in paragraph # _____
TBQ #2 Why did the organizers of the March on Washington invite 300 Congressmen?	Answer:	Evidence found in paragraph # _____
TBQ #3 What impact did the March have on government policies toward inequalities faced by African Americans?	Answer:	Evidence found in paragraph # _____
TBQ #4 Why was it so important to the organizers that not a single piece of litter was left behind?	Answer:	Evidence found in paragraph # _____
TBQ #5 Who was A. Philip Randolph and why was he a prominent figure during the March on Washington?	Answer:	Evidence found in paragraph # _____

Summarize the text in one sentence.	
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My point of view or opinion:	
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I Have a Dream (Excerpt)

Martin Luther King, Jr.'s famous "I Have a Dream" speech was delivered on the steps of the Lincoln Memorial at the conclusion of the March on Washington for Jobs and Freedom on August 28, 1963. Delivered in the rhetorical tradition of the African-American church, the speech is hailed as a masterpiece, epitomizing King's eloquent and powerful oratory. In the excerpts that follow, King issues an urgent call to action and articulates his vision of a society based on racial harmony and equality.

We have also come to his 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 hoped 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.

Source | Martin Luther King, Jr., "I Have a Dream," address to the March on Washington for Jobs and Freedom, 28 August 1963, from History and Politics Out Loud, <http://www.hpol.org/transcript.php?id=72>.

Item Type | Speech

Name:

Class:

Title: _____ Author: _____

<p>TBQ #1 What is the "hallowed spot" Dr. King refers to in the first sentence. Explain its significance to African American history.</p>	<p>Answer:</p>	<p>Evidence found in paragraph # _____</p>
<p>TBQ #2 What did Dr. King mean by "Nineteen sixty-three is not an end but a beginning."</p>	<p>Answer:</p>	<p>Evidence found in paragraph # _____</p>
<p>TBQ #3 At many points in the speech, King used poetic language to compare/contrast segregation to integration. Why would he have used this type of language? Was his use of it successful? Give one specific example of his use of poetic language.</p>	<p>Answer:</p>	<p>Evidence found in paragraph # _____</p>
<p>TBQ #4 Given the knowledge you have about Dr. Kings philosophy of non-violence, what is your reaction to the last two sentences in Paragraph 2?</p>	<p>Answer:</p>	<p>Evidence found in paragraph # _____</p>

<p>Summarize the text in one sentence.</p>	
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<p>My point of view or opinion:</p>	
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24th Amendment

The 24th amendment was important to the Civil Rights Movement as it ended mandatory poll taxes that prevented many African Americans. Poll taxes, combined with grandfather clauses and intimidation, effectively prevented African Americans from having any sort of political power, especially in the South. When the 24th amendment passed, five southern states, Virginia, Alabama, Texas, Arkansas, and Mississippi still had poll taxes. Most Southern states, at one time or another had poll taxes and in severe cases, had cumulative poll taxes that required the voter to pay taxes not just from that year, but also previous years they had not voted.

What is the text of the 24th amendment?

Section 1

The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress

(citizens have the right to elect their representatives in national, state, local and primary elections)

shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

(poll taxes are a barrier to voting and will be repealed)

Section 2

The Congress shall have power to enforce this article by appropriate legislation.

(Congress will enforce these provisions and enact laws that help to enforce the 24th amendment)

Why was the 24th amendment important?

The 24th amendment is important because African Americans in the South faced significant discrimination and could not vote for elected officials that would work to end the discrimination. Although the poll tax was never a large sum of money, it was just enough to stop poor African Americans and whites from voting. Although the 15th amendment protected the rights of citizens to vote in elections, this did not stop creative measures specifically tailored against African Americans, such as literacy tests, which represented an unfair burden to the poor and illiterate, who by the constitution are entitled to their vote.

Ratification

Illinois was the first state to ratify the 24th amendment in 1962. The ratification process ended in 1964 with South Dakota being the 38th state to ratify the amendment. Unsurprisingly, most Southern states, except Florida, that had had the poll tax, voted against or failed to ratify the amendment. Some of these states kept the poll tax law in legal code, even though they could no longer enforce it. The Supreme Court would later rule against other forms of taxation on voters, such as Virginia requiring a certificate of residence to vote, which came at a price.

<http://kids.laws.com/24th-amendment>

The 1965 Voting Rights Act

The 1965 Voting Rights Act was a natural follow on to the [1964 Civil Rights Act](#). Ironically, the [1964 Act](#) had resulted in an outbreak of violence in the South. White racists had launched a campaign against the success that [Martin Luther King](#) had had in getting African Americans to register to vote. The violence reminded Johnson that more was needed if the [civil rights](#) issue was to be suitably reduced.

Johnson introduced to Congress the idea of a Voting Rights Act in what is considered to be one of his best speeches:

"Rarely are we met with a challenge.....to the values and the purposes and the meaning of our beloved Nation. The issue of equal rights for American Negroes is such as an issue.....the command of the Constitution is plain. It is wrong - deadly wrong - to deny any of your fellow Americans the right to vote in this country."

With his commitment to the cause, Congress realised that Johnson would not back down on this issue and if they hindered or failed to back it, Americans would view the failure to be one by Congress alone.

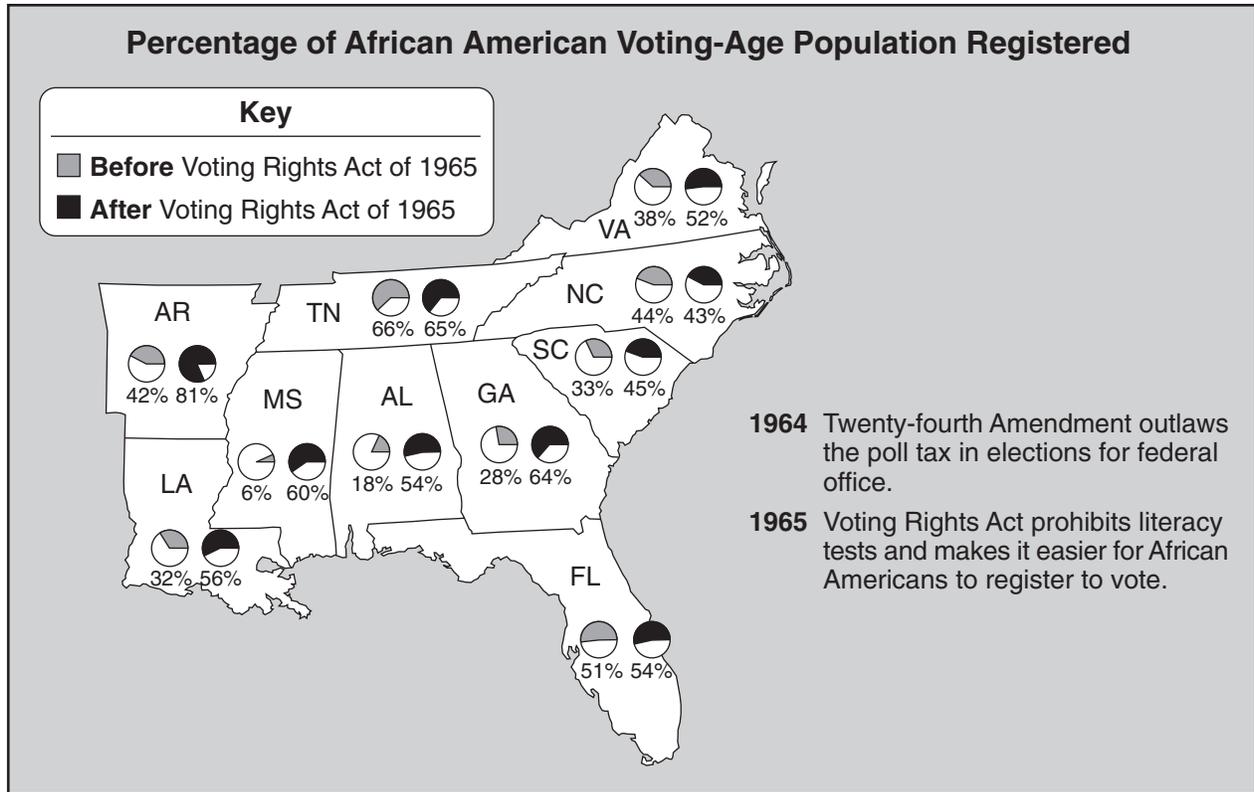
The Act was passed. It outlawed literacy tests and poll taxes as a way of assessing whether anyone was fit or unfit to vote. As far as Johnson was concerned, all you needed to vote was American citizenship and the registration of your name on an electoral list. No form of hindrance to this would be tolerated by the law courts.

The impact of this act was dramatic. By the end of 1966, only 4 out of the traditional 13 Southern states, had less than 50% of African Americans registered to vote. By 1968, even hard-line Mississippi had 59% of African Americans registered. In the longer term, far more African Americans were elected into public office. The Act was the boost that the civil rights cause needed to move it swiftly along and Johnson has to take full credit for this. As [Martin Luther King](#) had predicted in earlier years, demonstrations served a good purpose but real change would only come through the power of Federal government. Johnson proved this. V Sanders has called what he did as a "legislative revolution". Johnson had one break in that he worked with a Congress that had a majority of Democrats serving in it and as a Democrat president both could work well together.

In 1968, another Civil Rights Act was passed which prohibited racial discrimination in the sale or rental of houses. Signs such as "Negroes need not apply" were no longer tol-

erated in a society becoming more and more traumatised by the Vietnam War.

Document 5



Source: Paul S. Boyer et al., *The Enduring Vision: A History of the American People*, D.C. Heath and Co., 1996 (adapted)

5a What major trend in African American voter registration is shown by this map? [1]

b Identify *two* actions taken by the federal government that help explain the trend shown on the map. [2]

(1) _____

(2) _____

Name:

Class:

Title: _____ Author: _____

TBQ #1 Before the 24 th Amendment, how were African Americans prevented from having any kind of political power?	Answer:	Evidence found in paragraph # _____
TBQ #2 Why was the 24 th Amendment necessary if <u>all</u> citizens' rights to vote were protected by the 15 th Amendment?	Answer:	Evidence found in paragraph # _____
TBQ #3 What are the key features of Section 1 and Section 2 of the 24 th Amendment?	Answer:	Evidence found in paragraph # _____
TBQ #4 How did the Southern states feel about the 24 th Amendment?	Answer:	Evidence found in paragraph # _____
TBQ #5 Why did President Johnson feel so strongly about a Voting Rights Act?	Answer:	Evidence found in paragraph # _____
TBQ #6 What impact did the Voting Rights Act have on the southern states and how did this validate what Dr. King had predicted years earlier?	Answer:	Evidence found in paragraph # _____
TBQ #7 What did V. Sanders mean by the phrase "legislative revolution?"	Answer:	Evidence found in paragraph # _____

TBQ #8 Why was Johnson so successful in passing civil rights legislation?	Answer:	Evidence found in paragraph # _____
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Summarize the text in one sentence.	
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My point of view or opinion:	
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TASK

Historical Context

The struggle for equal rights for African Americans has been long and difficult. Beginning in the 1950s, the fight for equality gained momentum. This struggle for equality is known as the modern civil rights movement.

Using the information from the documents and your knowledge of social studies, write an informative/explanatory essay in which you

- discuss the ways in which African Americans have been denied equal rights and
- discuss the methods that individuals, groups, and/or the government have used since 1950 to deal with the inequality faced by African Americans.

Develop your essay with relevant, well-chosen facts, definitions, concrete details, and quotations along with other information and examples from at least four of the following documents.

- *The Civil Rights Movement*
- *Brown v. Board of Education (1954)*
- *Rosa Park Bus – The Story Behind the Bus*
- *Reverend Abernathy Recalls the Montgomery Improvement Association's (MIA) First Meeting*
- *Civil Rights Leaders March on Washington Photo*
- *Bayard Rustin Reflects on the March on Washington for Jobs and Freedom*
- *The 24th Amendment; The 1965 Voting Rights Act*

You may also include additional outside information. Be sure to maintain a formal style and objective tone throughout your essay.

Use this checklist to organize your essay:

- An introduction that contains a concise explanation of ways in which African Americans have been denied equal rights and the methods that individuals, groups, and/or the government have used since 1950 to deal with these inequalities
- At least 3 body paragraphs, each addressing a distinct idea and/or event and contains supporting details from the articles/documents
- Transition words that sequence the ideas and information
- A conclusion that summarizes the methods that individuals, groups and/or the government have used since 1950 to deal with the inequality faced by African Americans
- Proper grammar, punctuation, and paragraph structure
- Unit vocabulary
- A formal style and objective tone

Name _____

Class _____

Unit _____

Introduction

Hook (How will you draw your readers in?) _____

Background Information (What general information does your reader need?)

Thesis statement (How were African Americans denied equal rights and what method did individuals, groups and/or the government use since 1950 to deal with these inequalities?)

Body Paragraph 1

Topic Sentence (Introduce this paragraph and transition from introduction.)

Individual, group and/or the government method used to deal with inequalities faced by African Americans

1. Detail:

Source: _____

2. Detail:

Source _____

Concluding/transition sentence

Body Paragraph 2

Topic Sentence (Introduce this paragraph and transition from body paragraph 1.)

Individual, group and/or the government method used to deal with inequalities faced by African Americans

1. Detail: _____

Source: _____

2. Detail: _____

Source: _____

Concluding/transition sentence

Body Paragraph 3

Topic Sentence (Introduce this paragraph and transition from body paragraph 2.)

Individual, group and/or the government method used to deal with inequalities faced by African Americans

1. Detail: _____

Source: _____

2. Detail: _____

Source: _____

Concluding/transition sentence

Conclusion

Restate your thesis.

Summarize the methods that individuals, groups and/or the government used since 1950 to deal with the inequalities faced by African Americans.

Informational Essay Rubric

CRITERIA	4	3	2	1
Thesis	Articulates a clear, well-developed thesis that addresses all parts of the task	Contains a thesis that is partially developed and/or addresses only part of the task	Presents a thesis that may be simplistic, confused, or underdeveloped	Lacks a thesis or simply restates the question.
Introduction and Conclusion	Presents topic in a way that educates the reader. Introduction and conclusion are creative and insightful.	Presents topic in a way that educates the reader. Introduction and conclusion are clearly aligned to essay.	Presents topic in a way that educates the reader but can be improved.	Improvement is needed. Introduction and/or conclusion is missing.
Details	Incorporates multiple relevant, well-chosen facts, definitions and concrete details that support the thesis.	Incorporates relevant, well-chosen facts, definitions and concrete details that support the thesis.	Incorporates some relevant, well-chosen, facts, definitions and concrete details that are related to the thesis.	Incorporates few relevant, facts definitions and concrete details that are related to the thesis.
Use of documents	Effectively employs relevant information from at least 4 documents.	Satisfactorily employs relevant information from at least 3 documents.	Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents.	Makes vague, unclear references to the documents with little or no evidence of understanding.
Outside Information	Incorporates substantial relevant outside information.	Incorporates relevant outside information.	Incorporates limited relevant outside information.	Presents little or no relevant outside information.
Organization	Essay is very well organized and contains at least 5 complete paragraphs. The text is exceptionally organized and one idea follows another in logical sequence with clear transitions.	Essay is well-organized and contains 5 paragraphs. The text is clearly written and consists of only minor errors.	Essay is hard to follow. Paragraphs and transitions are unclear.	Ideas seem to be randomly arranged with little to no effort at paragraph organization.