

# Unit 5

## A More Perfect Union: Voices for Civil Rights in America

### Activity Book







## Unit 5

# A More Perfect Union: Voices for Civil Rights in America

## Activity Book

### GRADE 8

Core Knowledge Language Arts®



Creative Commons  
Licensing This work is licensed under a  
Creative Commons Attribution-NonCommercial-ShareAlike  
4.0 International License.



You are free:  
to Share—to copy, distribute, and transmit the work  
to Remix—to adapt the work

Under the following conditions: Attribution—You  
must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

Noncommercial—You may not use this work  
for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you  
may distribute the resulting work only under the same or similar  
license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to  
others the license terms of this work. The best way to  
do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2023 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge Language Arts™, CKLA™  
Core Knowledge®, Core Knowledge Curriculum  
Series™, Core Knowledge History and Geography™  
and CKHG™ are trademarks of the Core Knowledge  
Foundation.

Trademarks and trade names are shown in this book strictly for  
illustrative and educational purposes and are the property of their  
respective owners. References herein should not be regarded as  
affecting the validity of said trademarks and trade names.

ISBN: 978-1-68380-963-0

## **Unit 5**

### ***A More Perfect Union: Voices for Civil Rights in America***

### **Activity Book**

This Activity Book contains activity pages that accompany the lessons from the Unit 5 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2. The Activity Book is a student component, which means each student should have an Activity Book.

## Letter to Family

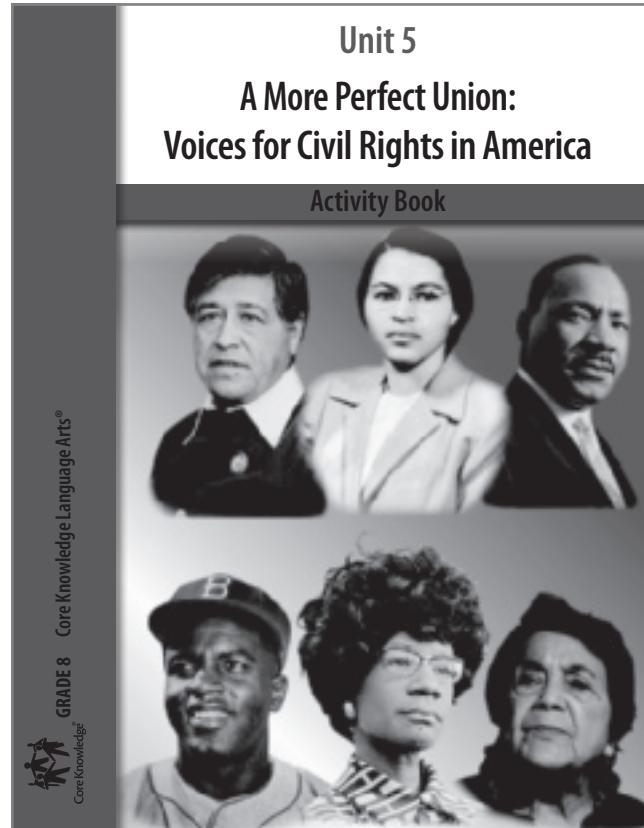
### Unit 5

Our class will begin a unit in language arts in which students will read selections from *A More Perfect Union: Voices for Civil Rights in America*. This Reader is a collection of speeches, memoirs, interviews, letters, and other documents produced by people who spoke out and acted for civil rights in the United States.

The many different perspectives, ideas, and opinions represented in the Reader will allow us the opportunity to explore the diverse viewpoints, objectives, and tactics of people who struggled to obtain their rights. Through the real-life experiences of people who have worked hard to make the United States a more equitable and just country, students will come away with a better understanding of their fellow citizens and of what it means to be an American.

In addition, the topic of civil rights addressed in the Reader is a timely one, as it is frequently the topic of public discourse. Through this unit, students will also have an opportunity to explore the history of civil rights in the United States since its founding through the present. Students will come to understand that much progress has been made in creating a society that is fair and equal for all Americans—and may realize that more work is yet to be done.

If you have any questions or concerns, please do not hesitate to contact me.





NAME: \_\_\_\_\_

1.2

DATE: \_\_\_\_\_

## Vocabulary for “*Plessy v. Ferguson: Separate But Equal*”

1. **stereotypes**, *n.* widely held but oversimplified images or ideas, especially toward a group of people (11)
2. **setback**, *n.* an event that stops progress (11)
3. **abridge**, *v.* to reduce; to lessen (12)
4. **immunities**, *n.* protections (12)
5. **bluntly**, *adv.* in a direct manner (13)
6. **enforce**, *v.* to make sure laws and rules are followed (14)
7. **assert**, *v.* to state something with confidence and force (**asserts**) (18)
8. **undercut**, *v.* to weaken; to damage (18)

| Word   | Pronunciation | Page |
|--------|---------------|------|
| Plessy | /ple*see/     | 11   |



NAME: \_\_\_\_\_

1.3

## TAKE-HOME

DATE: \_\_\_\_\_

## Writing Prompt for “*Plessy v. Ferguson: Separate But Equal*”

*In the space below, discuss how the Plessy v. Ferguson case and the doctrine of "separate but equal" compares to the idea of building a "more perfect union."*



NAME: \_\_\_\_\_

2.1

DATE: \_\_\_\_\_

## Vocabulary for “A. Philip Randolph and the Desegregation of the Armed Forces”

1. **desegregation**, *n.* the ending of a policy of racial segregation (27)
2. **exceptions**, *n.* people or things that are not included in a general rule or do not behave in the usual way (27)
3. **coordinate**, *v.* to organize or bring order to something (**coordinated**) (29)
4. **resent**, *v.* to feel hurt and angry toward something (31)
5. **frank**, *adj.* open, honest, and direct (31)
6. **bitter**, *adj.* angry and unhappy, especially about something that has happened (32)
7. **spontaneously**, *adv.* voluntarily; without being directed (32)

| Word            | Pronunciation           | Page |
|-----------------|-------------------------|------|
| Roosevelt       | /roe*zə*vəlt/           | 28   |
| Mohandas Gandhi | /moe*hon*dəs/ /gon*dee/ | 30   |



NAME: \_\_\_\_\_

**2.2**

DATE: \_\_\_\_\_

## **Guided Questions for “A. Philip Randolph and the Desegregation of the Armed Forces”**

*Answer the following questions in complete sentences.*

1. Who was A. Phillip Randolph?

---

---

2. What angered Randolph as World War II began?

---

---

3. Why did Randolph call for a march on Washington, D.C., in 1941? Why did President Roosevelt want him to call off the march?

---

---

---

---

4. Were Randolph’s tactics successful? Explain.

---

---

5. Did Executive Order 8802 desegregate the military? Explain.

---

---

---

---

6. To whom is Randolph referring when he mentions “Negroes in Uncle Sam’s uniform”? What does he say is happening to these people?

---

---

---

---

7. To what is Randolph referring when he asks, “Why has a man got to be Jim Crowed to die for democracy?” How would you define the verb *to be Jim Crowed*?

---

---

---

---

8. What is Randolph’s basic argument?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 2.2

CONTINUED

9. Why do you think Randolph brings up slavery in his argument? How is his argument similar to that of Justice Harlan in the case of *Plessy v. Ferguson*?

---

---

---

---

10. Why did Randolph and other civil rights leaders meet with President Truman in March 1948? Was the meeting successful?

---

---

---

11. What would Truman's "universal military training" proposal have done? How did Randolph respond to this proposal?

---

---

---

---

---

---

---

12. How was Randolph's proposal similar to the actions taken by Homer Plessy?

---

---

13. How did Randolph think segregation in the military would impact other aspects of American life?

---

---

14. Who was Mohandas Gandhi?

---

---

15. Based on the text, define the term *civil disobedience*.

---

---

16. In the first paragraph on page 31, to what does Randolph compare segregation? To what does he contrast it? Why do you think he makes these comparisons and contrasts?

---

---

17. Why does Randolph mention Gandhi in his argument? What is the "higher law" to which Randolph refers?

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 2.2

CONTINUED

18. Do you think Randolph is arguing here just for the desegregation of the military or for the desegregation of American society in general? Explain.

---

---

---

---

19. Why do you think Randolph calls on both white and Black people to resist the draft and protest segregation?

---

---

20. Why does Randolph quote the words from a religious song (a spiritual) in his argument?

---

---

---

---

21. How do you think the elimination of Jim Crow would “save the soul of America”?

---

---

---

---

22. What reason is given in the executive order for the desegregation of the military?

---

---

---

---

23. Did the executive order result in the immediate desegregation of the military? Explain.

---

---

---

---

NAME: \_\_\_\_\_

2.3

## TAKE-HOME

DATE: \_\_\_\_\_

## Writing Prompt for “A. Philip Randolph and the Desegregation of the Armed Forces”

*In the space below, reflect on whether President Truman's executive order desegregating the armed forces represented a victory for A. Philip Randolph's argument.*



NAME: \_\_\_\_\_

2.4

DATE: \_\_\_\_\_

## Vocabulary for “The Internment of Japanese Americans: ‘You Feel You Were Betrayed’”

1. **betray**, *v.* to treat disloyally or have one's trust broken (**betrayed**) (36)
2. **infamy**, *n.* the state of being well known for being wicked (36)
3. **exclude**, *v.* to deny access to something (**excluded**) (37)
4. **haste**, *n.* excessive speed or urgency; hurry (39)
5. **harass**, *v.* to attack or bother constantly (**harassed**) (41)
6. **relieve**, *v.* to soothe or ease (**relieved**) (42)
7. **mess hall**, *n.* a dining area where military personnel eat as a group (42)
8. **barren**, *adj.* bleak; lifeless; desolate (43)

| Word        | Pronunciation     | Page |
|-------------|-------------------|------|
| internment  | /in*tərn*mint/    | 36   |
| hysteria    | /his*te*ree*ə/    | 39   |
| reparations | /rəp*ə*rae*shunz/ | 39   |



NAME: \_\_\_\_\_

**2.5**

DATE: \_\_\_\_\_

## **Guided Questions for “The Internment of Japanese Americans: ‘You Feel You Were Betrayed’”**

*Answer the following questions in complete sentences.*

1. What happened on December 7, 1941. How did Americans react to this event?

---

---

---

---

2. What was life like for Japanese Americans before the attack on Pearl Harbor? What was it like after the attack?

---

---

---

---

3. Why did Japanese Americans in particular bear the brunt of anger after Pearl Harbor?

---

---

---

---

4. What did Executive Order 9066 do?

---

---

---

---

5. What do most Americans today think about the internment of Japanese Americans during World War II? Explain.

---

---

---

---

6. Why did Congress pass the Civil Liberties Act in 1988?

---

---

---

---

7. What do you think John Tateishi wanted to accomplish by publishing interviews with Japanese Americans who had been interned?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 2.5

CONTINUED

8. Is the interview with Yuri Tateishi a primary source? Why or why not?

---

---

---

---

9. What were people feeling about the Tateishi family on the day of the Pearl Harbor attack? How do you know?

---

---

---

---

10. Why do you think Yuri Tateishi is emphasizing how new the furniture in their home was? How does this impact your understanding of what happened to them?

---

---

---

---

11. What happened on the family's first day at the camp? What do these details contribute to the story?

12. Find some adjectives on page 43 that Yuri Tateishi uses to describe the camp.

---

---

---

13. How would you describe Yuri Tateishi's attitude toward being sent to the camp? Who do you think betrayed Yuri Tateishi and other Japanese Americans?

---

---

---

---

---

---

NAME: \_\_\_\_\_

## 2.6

## TAKE-HOME

DATE: \_\_\_\_\_

## Writing Prompt for “The Internment of Japanese Americans: ‘You Feel You Were Betrayed’”

*In the space below, reflect on what it means to be “betrayed” by the nation. How do you think Japanese Americans expected to be treated after the attack on Pearl Harbor, and how did that compare to reality?*



NAME: \_\_\_\_\_

3.1

DATE: \_\_\_\_\_

## Vocabulary for “Jackie Robinson Breaks Baseball’s Color Barrier”

1. **color line**, *n.* a set of social or legal barriers that segregates people of color from white people (45)
2. **brilliantly**, *adv.* in an extremely skillful or intelligent way (47)
3. **champion**, *n.* someone who strongly supports someone else (48)
4. **crazy quilt**, *n.* a type of quilt with patches of randomly varying sizes, shapes, and colors (49)
5. **fanfare**, *n.* showy activity meant to draw attention to someone or something (49)
6. **pioneers**, *n.* people who are among the first to do something (50)
7. **steeds**, *n.* horses (52)

| Word          | Pronunciation        | Page |
|---------------|----------------------|------|
| extraordinary | /ex*stror*din*e*ree/ | 45   |
| Eisenhower    | /ie*zen*hou*er/      | 53   |



NAME: \_\_\_\_\_

**3.2**

DATE: \_\_\_\_\_

## **Guided Questions for “Jackie Robinson Breaks Baseball’s Color Barrier”**

*Answer the following questions in complete sentences.*

1. What does it mean to say that Jackie Robinson “broke the color line in major league baseball”?

---

---

---

---

2. How does the situation about Robinson and the military bus recall the situation involving Homer Plessy? Why do you think Robinson was found not guilty of insubordination?

---

---

---

---

3. Why did Branch Rickey think Robinson would be verbally abused by fans and other players? What do you think Rickey meant when he said he wanted a player “with guts enough *not* to fight back”?

---

---

---

---

---

---

---

---

4. Was Robinson accepted by fans and players when he joined the Dodgers? Explain.

---

---

---

---

---

---

---

---

5. Why do you think Robinson's number was retired? Why do players across the league wear his number on April 15?

---

---

---

---

---

---

---

---

6. Why is a "crazy quilt" a good metaphor for America? Why do you think Smith uses this image in his article? Why does he mention Wendell Wilkie's book *One World*?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2

**CONTINUED**

7. Why does Smith mention the deep South on page 50? Why does he depict Robinson's deep southern teammates praising him on page 51?

---

---

---

---

---

8. Do you think Jackie Robinson was as overwhelmingly accepted by his teammates and the crowd as Smith suggests? Explain.

---

---

---

---

---

9. What are some adjectives that describe Jackie Robinson's demeanor as described by Wendell Smith?

---

---

---

10. What happened in Arkansas in 1957? Does this influence your impression of Wendell Smith's description of Jackie Robinson's acceptance by fans and teammates? Explain.

---

---

---

---

---

---

11. Why did Jackie Robinson think, "Oh no! Not again," when he heard President Eisenhower ask for patience? Who are the "we" Robinson refers to at the top of page 53?

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 3.2

CONTINUED

12. Why does Robinson oppose Eisenhower's urging of "patience"?

---

---

---

---

13. What are some adjectives that describe Jackie Robinson's demeanor in his letter to President Eisenhower? How do these compare with the way Wendell Smith describes Robinson?

---

---

---

---



NAME: \_\_\_\_\_

### 3.3

## TAKE-HOME

DATE: \_\_\_\_\_

# Writing Prompt for “Jackie Robinson Breaks Baseball’s Color Barrier”

*In the space below, reflect on whether Jackie Robinson's status as a prominent person breaking down barriers was helpful for a wider movement to gain civil rights. Are there any current-day examples of celebrities and/or sports figures who have done similar things?*



NAME: \_\_\_\_\_

3.4

DATE: \_\_\_\_\_

## Vocabulary for “*Mendez v. Westminster: A Ruling for Social Equality in Schooling*”

1. **agricultural**, *adj.* related to farming (55)
2. **citrus groves**, *n.* orchards where citrus fruits such as oranges and lemons are grown (56)
3. **personal hygiene**, *n.* practices relating to the cleanliness of one's body and clothing, especially to preserve health and prevent disease (57)
4. **applicable**, *adj.* relevant or appropriate (61)
5. **institutions**, *n.* established organizations, especially those that are important for society to function (61)
6. **ideals**, *n.* models of excellence or perfection; standards (61)

| Word      | Pronunciation    | Page |
|-----------|------------------|------|
| Felícitas | /fe*lee*see*tos/ | 55   |
| Gerónimo  | /hae*ron*ee*moe/ | 55   |
| unanimous | /ue*na*nə*mus/   | 59   |



NAME: \_\_\_\_\_

**3.5**

DATE: \_\_\_\_\_

## **Guided Questions for “Mendez v. Westminster: A Ruling for Social Equality in Schooling”**

*Answer the following questions in complete sentences.*

1. How is the *Mendez v. Westminster* case similar to *Brown v. Board of Education*? How is it different?

---

---

---

---

2. Were the Mendez children victims of Jim Crow laws? Explain.

---

---

---

---

3. Why do you think Gonzalo Mendez was allowed to attend Westminster school but his children were not?

---

---

---

---

4. Were the “Mexican schools” the same as white schools?

---

---

---

---

5. What reasons did school officials give for creating separate schools for Mexican American children? Do you think these were the real reasons? Explain.

---

---

---

---

---

---

---

---

6. How was David Marcus’s argument in the *Mendez* case similar to the argument used by the lawyers in the *Plessy* case?

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.5

**CONTINUED**

7. How did the appeals court ruling differ from the original court ruling? Did the appeals court ban Jim Crow-type laws?

---

---

---

---

---

---

8. How did the *Mendez* case help lay the foundation for the later ruling in *Brown v. Board of Education*?

---

---

9. What does the first sentence in the court's opinion state? Do you agree with this assertion? Why or why not?

---

---

10. Compare and contrast this decision in the *Mendez* case regarding the notion of social equality with the earlier decision in the *Plessy* case.

---

---

---

---

---

---

---

11. What does it mean to *commingle* (page 61)? Is commingling possible in a segregated society? In the opinion of the court, why is commingling so important? What would the majority of the justices in the *Plessy* case have thought about this claim?

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

## 3.6

## TAKE-HOME

DATE: \_\_\_\_\_

## Writing Prompt for “*Mendez v. Westminster: A Ruling for Social Equality in Schooling*”

*In the space below, discuss how the Fourteenth Amendment was interpreted in the Mendez decision and how this interpretation would be useful in later court challenges.*



NAME: \_\_\_\_\_

4.1

DATE: \_\_\_\_\_

## Vocabulary for “*Brown v. Board of Education: No Place for ‘Separate But Equal’*”

1. **fashion**, *n.* how something is done (70)
2. **urge**, *v.* to argue or advocate for something (70)
3. **submit**, *v.* to present or put forward (70)
4. **consideration**, *n.* careful thought (72)
5. **denote**, *v.* to indicate; to signify (**denoting**) (74)

| Word          | Pronunciation       | Page |
|---------------|---------------------|------|
| multitudinous | /mul*tu*too*din*us/ | 70   |
| compulsory    | /kum*pul*ser*ee/    | 73   |



## Guided Questions for “Emmett Till: Memories of a Murder in Mississippi”

*Answer the following questions in complete sentences.*

1. What events led to the murder of Emmett Till?

---

---

---

---

2. An “open casket funeral” is a funeral in which the deceased person is visible to mourners who attend the funeral. Why did Emmett Till’s mother hold this kind of funeral for her son? Did she achieve her goal?

---

---

---

---

---

---

---

---

3. What was the “Evil Spirit” that Anne Moody’s mother and aunts warned her about?

---

---

---

4. What do you think Anne’s mother was singing the evening she heard about Emmett Till’s murder?

---

---

---

---

5. Why does Anne’s mother think Anne and her friends will be in trouble for talking about Emmett Till’s murder, rather than the murderers themselves?

---

---

---

---

6. What does Anne’s mother mean when she says Emmett Till is “a lot better off in heaven than he is here?”

---

---

7. What does Mrs. Burke mean when she says Emmett Till “got out of his place” with a white woman?

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 4.2

## TAKE-HOME

## CONTINUED

8. Reread the final two paragraphs. How does Anne Moody's identity as a Black woman impact her life?

---

---

---

---

---



NAME: \_\_\_\_\_

4.3

DATE: \_\_\_\_\_

## Vocabulary for “Rosa Parks Sits Down and a Community Rises Up”

1. **determined**, *adj.* having made a firm decision and being resolved not to change it (85)
2. **means**, *n.* a method; a way of doing something (86)
3. **hastily**, *adv.* hurriedly; urgently (87)
4. **reaffirmation**, *n.* the act of stating something again; a confirmation of belief (88)
5. **indignity**, *n.* an injury to one's dignity or self-esteem; humiliation (92)
6. **publicize** *v.* to make something widely known (**publicizing**) (95)
7. **just**, *adj.* fair; morally right (98)



NAME: \_\_\_\_\_

**4.4**

DATE: \_\_\_\_\_

## **Guided Questions for “Rosa Parks Sits Down and a Community Rises Up”**

*Answer the following questions in complete sentences.*

1. How did the Black community of Montgomery try to end segregation on the city buses? Why do you think this tactic had the potential to be very successful?

---

---

---

---

2. What were some potential problems with the plan Montgomery’s Black community came up with to protest segregation on the city buses?

---

---

---

---

3. What similarities do you see between the plan Montgomery’s leaders devised with the plan Black citizens used to protest segregation on train cars in the *Plessy* case?

---

---

---

---

4. How were the tactics used by the Montgomery Improvement Association (MIA) similar to tactics proposed by A. Philip Randolph as he fought to desegregate the military? Why do you think civil rights leaders used these particular tactics?

---

---

---

---

---

---

---

5. How was the situation in Montgomery resolved? On what basis did the courts make their decision?

---

---

---

---

---

---

---

6. Besides sparking the Montgomery bus boycott, how else did Rosa Parks work to help people gain civil rights?

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.4

**CONTINUED**

7. Why do you think Parks believed Black people needed some white people on their side to succeed? How is this remark similar to A. Philip Randolph's remark about white participation in the proposed boycott of the draft?

8. Did Rosa Parks intend to start a city-wide boycott of buses when she refused to give up her seat to a white rider? Explain.

---

---

---

9. How many of the bus company's customers in Montgomery were Black? How did this put the company at economic risk?

---

---

10. Why did Parks think the best plaintiff would be a woman who was “above reproach”? How does her comment about having a good reputation relate to Branch Rickey’s comment to Jackie Robinson that he needed a player who was strong enough *not* to fight back?

11. Recall Jackie Robinson's comments to President Eisenhower about expecting Black people to "be patient." Would Parks have agreed with Robinson? Explain.

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 4.4

CONTINUED

12. Why does Parks refer to the events of her arrest as an “accident”?

---

---

---

---

13. How does Jo Ann Robinson emphasize the economic aspect of the bus boycott? How does Robinson suggest the Black community deal with the inconvenience of not riding the bus?

---

---

---

---

---

---

---

---

14. Why does the MIA’s resolution include the statement that Black people comprise most of the bus company’s customers?

---

---

---

---

---

---

---



NAME: \_\_\_\_\_

4.5

## TAKE-HOME

DATE: \_\_\_\_\_

## Writing Prompt for “Rosa Parks Sits Down and a Community Rises Up”

*In the space below, discuss how individual acts of bravery can support a wider movement.*



NAME: \_\_\_\_\_

5.1

DATE: \_\_\_\_\_

## Vocabulary for “Daisy Bates and the Little Rock Nine” and “Sit-Ins and the Power of Youth Protest”

### “Daisy Bates and the Little Rock Nine”

1. **defy**, *v.* to refuse to obey (**defied**) (99)
2. **superintendent**, *n.* a person who manages an organization (**100**)
3. **firmly**, *adv.* in a determined way (**101**)
4. **anxious**, *adj.* worried (**102**)
5. **reluctant**, *adj.* hesitant or unwilling (**103**)

### “Sit-Ins and the Power of Youth Protest”

6. **bigotry**, *n.* intolerance, especially regarding race relations (**108**)
7. **activists**, *n.* people who are working for social or political change (**108**)
8. **passive resistance**, *adj.* nonviolent opposition to authority, especially done in protest (**112**)
9. **passing fad**, *n.* an activity or fashion that is popular only a short time (**112**)
10. **lyric**, *n.* the words of a song (**113**)
11. **discipline**, *n.* self-control (**113**)



NAME: \_\_\_\_\_

5.2

DATE: \_\_\_\_\_

## Guided Questions for “Daisy Bates and the Little Rock Nine” and “Sit-Ins and the Power of Youth Protest”

*Answer the following questions in complete sentences.*

## “Daisy Bates and the Little Rock Nine”

1. Why do you think the superintendent of Little Rock schools planned to introduce integration “gradually”? Recall earlier lessons in which Black people were urged to wait patiently to gain the full use of their civil rights.

2. Which personal qualities did the Little Rock Nine have (see page 101)? How are these personal qualities similar to Jackie Robinson's and Rosa Parks's? Why were these qualities thought to be desirable?

---

---

---

3. Examine the illustration and read the caption on page 105. How does this image make you feel? How do you think it impacted the feelings of Americans toward the integration of public schools?

---

---

---

---

4. Why did Elizabeth Eckford think the guards were present that morning? Why were they really there?

---

---

5. Which adjectives would you use to describe Elizabeth Eckford and the rest of the Little Rock Nine?

---

---

### **“Sit-Ins and the Power of Youth Protest”**

6. Why do you think civil rights leaders such as Martin Luther King Jr. used nonviolent protests to fight for civil rights?

---

---

NAME: \_\_\_\_\_

## 5.2

CONTINUED

DATE: \_\_\_\_\_

7. Why was the sit-in movement needed despite court rulings such as *Brown v. Board of Education* that legally eliminated segregation?

---

---

---

---

8. Why do you think the sit-in protestors purchased a few small items before sitting down at the lunch counters?

---

---

---

---

9. Why was it important for white students to join the Black students in the sit-ins? Which people from earlier lessons also called for young white people to join the push for desegregation?

---

---

---

---

---

---

---

---

10. What was the Student Nonviolent Coordinating Committee (SNCC)? What role did the SNCC play in the civil rights movement?

---

---

---

---

11. Who were the “outsiders” some people accused of being responsible for the sit-in movement?

---

---

---

---

---

NAME: \_\_\_\_\_

5.3

## TAKE-HOME

DATE: \_\_\_\_\_

## Guided Questions for “CORE and the Freedom Riders”

*Answer the following questions in complete sentences.*

1. In 1961, how was the distribution of a 60-page pamphlet a good way to encourage people to join the civil rights movement?

2. Robert makes a reference to an alleged action taken by the local government in Jackson. What does he accuse them of, and what does he suggest as a consequence?

### 3. Why was Robert asked so many questions about Communism?

---

---

---

---

---

4. How was it so relatively easy for some people in some locations to ignore two Supreme Court rulings on segregation?

5. Consider the emotions of the people who questioned Robert as he simply attempted to board a bus. Besides contempt, what other emotions might have been present in those doing the questioning?

---

NAME: \_\_\_\_\_

**5.3**

TAKE-HOME

DATE: \_\_\_\_\_

CONTINUED

6. According to the account James Farmer gives, who of the Freedom Riders started the singing in jail first? How did the jailer respond initially?

---

---

---

---

7. Why would some white people look at the actions of other white people and call them “traitors to their race”?

---

---

---

---

8. Why do you think the jailer asked if the imprisoned Freedom Riders would listen to a preacher?

---

---

---

9. How could the preacher see no contradiction in his acceptance of a statement that Jesus preached all men are “born of one blood” yet Black Christians were not welcome in his church?

10. The jailer clearly believed that what was being done to the Freedom Riders was wrong. If this was his understanding, how and why did he continue to behave as he did?

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 5.3

## TAKE-HOME



NAME: \_\_\_\_\_

**5.4**

DATE: \_\_\_\_\_

## Morphology: Greek/Latin Roots *aequus*, *dominus*, and *rego*

Use your knowledge of this lesson's word roots and context clues to match the underlined word in each sentence to its definition in the list below. Then write the definition in the blank space following the sentence.

|   |                        |          |                 |         |
|---|------------------------|----------|-----------------|---------|
| control                                   | overpowered            | stronger | official        | balance |
| a permanent unit of an army               | pertaining to a ruler  |          |                 | mostly  |
| lack of fairness                          | having the same rights |          | not good enough |         |
| the same social standing as everyone else |                        |          | kingdom         |         |

1. Three traditional things desired by citizens of a democracy are liberty, fraternity, and equality.

---

2. The home team completely dominated the visitors, beating them 21 to 3.

---

3. The purpose of a thermostat is to regulate the temperature of a house.

---

4. Members of the lower class often suffered from inequity of property, power, and status.

---

5. My right hand is dominant, so I always throw a ball with my right hand.

---

6. I received a regulation size basketball for my birthday.

---

7. My trainer thought my performance was inadequate, so she assigned me extra practice.

---

8. In the British military, each regiment has its own distinctive necktie.

---

9. The queen made an appropriately regal impression on all she met.

---

10. Eventually, the rocking chair achieved a state of equilibrium and stopped moving.

---

11. The queen sent a proclamation throughout her entire domain.

---

12. The bird population was predominantly seagulls with a few terns and sandpipers.

---

NAME: \_\_\_\_\_

**5.5**

DATE: \_\_\_\_\_

## Plan: Features of a Persuasive Essay

Use the chart to capture notes from your class discussion about the features of a persuasive essay. You may also revisit this chart to add ideas at any time during the unit.

| Feature                | Important Ideas to Remember |
|------------------------|-----------------------------|
| <b>Thesis</b>          |                             |
| <b>Reasons</b>         |                             |
| <b>Evidence</b>        |                             |
| <b>Reasoning</b>       |                             |
| <b>Structure</b>       |                             |
| <b>Counterargument</b> |                             |
| <b>Conclusion</b>      |                             |



NAME: \_\_\_\_\_

**5.6**

DATE: \_\_\_\_\_

## Plan: Brainstorm Ideas for a Persuasive Essay

Use the chart to begin brainstorming ideas for your persuasive essay. Remember that your essay should take a position on an issue related to justice and equality. Make sure to choose an issue that you and your peers can act on. Brainstorm two or three ideas. Then choose the best idea.

| <b>Idea #1:</b>                          |  |   |
|--|--|---|
| <b>How does the issue affect people?</b> | <b>What is your position on the issue?</b> | <b>What are positions others may have on the issue?</b> |
|  |  |   |
| <b>Idea #2:</b>                          |  |   |
| <b>How does the issue affect people?</b> | <b>What is your position on the issue?</b> | <b>What are positions others may have on the issue?</b> |
|  |  |   |
| <b>Idea #3:</b>                          |  |   |
| <b>How does the issue affect people?</b> | <b>What is your position on the issue?</b> | <b>What are positions others may have on the issue?</b> |
|  |  |   |



NAME: \_\_\_\_\_

6.1

DATE: \_\_\_\_\_

## Vocabulary for “Martin Luther King Jr.: Birmingham and the Power of Nonviolence” and “A Powerful Speech for Civil Rights, and a Tragic Loss for the Movement”

### “Martin Luther King Jr.: Birmingham and the Power of Nonviolence”

1. **philosophy**, *n.* guiding principles on which one’s thoughts and actions are based (128)
2. **theology**, *n.* the study of religious beliefs (128)
3. **draw**, *v.* to attract toward (**drawn**) (128)
4. **potent**, *adj.* strong; powerful (129)
5. **commitment**, *n.* dedication or loyalty; devotion, especially to a cause (130)
6. **assassin**, *n.* a murderer, especially someone who kills an important leader (130)
7. **idly**, *adv.* lazily; aimlessly (132)
8. **inescapable**, *adj.* impossible to avoid (132)

### “A Powerful Speech for Civil Rights, and a Tragic Loss for the Movement”

9. **fulfill**, *v.* to put into effect (136)
10. **white supremacist**, *n.* someone who believes that white people are superior to people of other races and ethnicities (138)
11. **urgent**, *adj.* demanding immediate attention (139)
12. **accommodation**, *n.* housing; living space (140)

13. **enact**, *v.* to order or carry out (142)

14. **legislation**, *n.* laws (142)

15. **decency**, *n.* the quality of goodness and morality (142)

| Word           | Pronunciation           | Page |
|----------------|-------------------------|------|
| Ebenezer       | /e*bə*nee*zer/          | 128  |
| philosophy     | /fi*lo*sə*fee/          | 128  |
| theology       | /thee*o*lə*jee/         | 128  |
| Mahatma        | /mə*hot*mə/             | 128  |
| noncooperation | /non*coe*op*er*ae*shun/ | 129  |
| satyagraha     | /sə*tee*o*grə*hə/       | 129  |

NAME: \_\_\_\_\_

**6.2**

DATE: \_\_\_\_\_

## **Guided Questions for “Martin Luther King Jr.: Birmingham and the Power of Nonviolence” and “A Powerful Speech for Civil Rights, and a Tragic Loss for the Movement”**

*Answer the following questions in complete sentences.*

### **“Martin Luther King Jr.: Birmingham and the Power of Nonviolence”**

1. How were Henry David Thoreau’s actions similar to actions taken by Homer Plessy and Rosa Parks?

---

---

2. How did Gandhi’s concept of *satyagraha* influence not only Martin Luther King Jr. but the entire civil rights movement? What personal characteristics did both Gandhi and Dr. King think were necessary to effectively practice nonviolent resistance?

---

---

3. How do you think Dr. King would contrast passivity with nonviolent resistance?

---

---

---

---

4. Summarize the events that occurred in Birmingham, Alabama, in April 1963. To whom did Dr. King write the “Letter from Birmingham Jail”?

5. What words would you use to describe the photo on page 132? Why do you think the protesters in this photo were willing to be treated like this?

---

---

---

NAME: \_\_\_\_\_

## 6.2

CONTINUED

DATE: \_\_\_\_\_

6. How does Dr. King respond to the argument that “outside agitators” had come to Birmingham to stir up trouble?

---

---

---

---

7. In their article, the white clergymen condemned the demonstrations in Birmingham. How does Dr. King counter them?

---

---

---

---

8. Why does Dr. King believe Black people cannot gain their full civil rights through negotiation? Who are the “city fathers” Dr. King refers to on page 133? Who are the “privileged groups”?

---

---

---

---

9. Why does Dr. King provide such a long list of examples of how segregation impacts Black people? Is this an effective technique?

---

---

---

---

10. Why do you think Dr. King makes a point about the importance of obeying just laws? In what way is breaking an unjust law an expression of respect for the law?

---

---

---

---

---

---

---

---

### **“A Powerful Speech for Civil Rights, and a Tragic Loss for the Movement”**

11. The events in Birmingham in April 1963 and those discussed on page 136 occurred nearly ten years after the *Brown v. Board of Education* decision to desegregate public schools. Does this fact prove Dr. King’s point that privileged groups do not give up power willingly? Explain.

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 6.2

CONTINUED

---

---

---

---

12. How did President Kennedy respond to the events that occurred in Alabama in 1963?

---

---

---

---

---

---

---

---

13. Who was Medgar Evers? Summarize the major events of his life.

---

---

---

---

---

---

---

---

14. How was President Kennedy's stance toward civil rights different than that of Martin Luther King Jr. at the beginning of Kennedy's presidency? What accounted for this difference?

---

---

---

---

15. How are President Kennedy's comments in the first paragraph on page 140 similar to Dr. King's comments on page 132?

---

---

---

---

16. In his "Letter from Birmingham Jail," Dr. King placed great emphasis on various things Black people could *not* do. Compare and contrast this approach with Kennedy's comments on pages 140 and 141. Which approach is more effective: Kennedy's or King's? Explain.

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.2

**CONTINUED**

17. What is Kennedy's stance toward legislation as a way to bring about change? What does Kennedy's point of view seem to be toward demonstrations? Do you think Dr. King would agree?



## Guided Questions for “The March on Washington: ‘I Have a Dream’”

*Answer the following questions in complete sentences.*

1. Bayard Rustin was the main organizer of the March on Washington. Who was Rustin, and what actions had he already taken for civil rights?

---

---

---

---

2. Why do you think the phrase “I have a dream” was so powerful when Dr. King repeated it in his speech?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

3. Why was the March on Washington focused on jobs and freedom as the overall theme?

---

---

---

---

4. Only a part of the speech given by Martin Luther King Jr. is quoted in the text. Why do you think this is the most remembered and quoted portion?

---

---

---

---

---

---

---

5. Why did Martin Luther King Jr. use the statement that “America has given the Negro people a bad check”?

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 6.3

## TAKE-HOME

6. How did Dr. King's call for unity between Black and white people show careful wording and careful timing?

7. What are some specific words and phrases in the speech that suggest not only equality and freedom but reconciliation between people formerly acting in opposition to one another?

8. What are some ways a march on Washington was powerful then and might still be powerful today?

---

---

---

---

NAME: \_\_\_\_\_

**6.4**

DATE: \_\_\_\_\_

## **Morphology: Greek/Latin Roots *aequus*, *dominus*, and *rego***

*Use your knowledge of this lesson's word roots and context clues to identify the meaning of the underlined word in each sentence. Then write a definition in the blank space following the sentence.*

1. Visitors to the island resort were predominantly those who enjoyed kayaking or fishing. \_\_\_\_\_
  
2. There is a difference of opinion about whether government regulation of big business is desirable. \_\_\_\_\_
  
3. My sister has an equable personality: steady, calm, and tending to avoid extremes.  
\_\_\_\_\_
  
4. The CEO had a domineering personality. He was always lording it over other people.  
\_\_\_\_\_
  
5. The captain would not tolerate any irregularities among the soldiers.  
\_\_\_\_\_
  
6. Many people do not receive an adequate amount of vitamin D in their diets.  
\_\_\_\_\_
  
7. Regicide has traditionally been considered one of the worst crimes a person can commit. \_\_\_\_\_

8. Countries near the equator stay warm the entire year.

---

9. The dominion of the British Empire was once vast and far flung.

---

10. Many people have strong opinions about what appropriate regal behavior involves.

---

11. The resistance fighters were celebrated for their indomitable spirit.

---

12. The equanimity of the judge was remarkable: she quietly listened to the lawyers bluster and then pronounced her ruling.

---

NAME: \_\_\_\_\_

**6.5**

DATE: \_\_\_\_\_

## Plan: Persuasive Essay Structure

*Use this graphic organizer to plan your persuasive essay.*

### Introduction

Background information about the topic and your thesis/claim

#### Reason 1:

What evidence supports the reason?

#### Reason 2:

What evidence supports the reason?

#### Reason 3:

What evidence supports the reason?

#### Reasoning

How does the evidence support the reason and claim?

#### Reasoning

How does the evidence support the reason and claim?

#### Reasoning

How does the evidence support the reason and claim?

### **Counterargument**

What objection or disagreement might someone have to your argument?  
What can you say to show them their position is flawed?

### **Conclusion**

Restate thesis, and add a concluding thought or call to action.

NAME: \_\_\_\_\_

7.1

DATE: \_\_\_\_\_

## Vocabulary for “Fannie Lou Hamer and Freedom Summer” and “From the Civil Rights Act to Bloody Sunday in Selma”

### “Fannie Lou Hamer and Freedom Summer”

1. **eligible**, *adj.* having the right to do something (150)
2. **hesitancy**, *n.* uncertainty; doubt (151)
3. **obscure**, *adj.* uncertain or unclear (152)
4. **intimidate**, *v.* to frighten someone, especially to make them do something (152)
5. **licks**, *n.* punches; blows (159)

### “From the Civil Rights Act to Bloody Sunday in Selma”

6. **stirring**, *adj.* causing great excitement (161)
7. **promptly**, *adv.* on time; with little or no delay (161)
8. **tear gas**, *n.* an irritating gas that makes the eyes fill with tears, used to control or break up a crowd (163)

| Word       | Pronunciation   | Page |
|------------|-----------------|------|
| intimidate | /in*tim*ə*daet/ | 152  |
| Ivesta     | /ə*veh*stə/     | 159  |
| Hosea      | /hoe*zae*ə/     | 165  |



NAME: \_\_\_\_\_

**7.2**

DATE: \_\_\_\_\_

## **Guided Questions for “Fannie Lou Hamer and Freedom Summer” and “From the Civil Rights Act to Bloody Sunday in Selma”**

*Answer the following questions in complete sentences.*

### **“Fannie Lou Hamer and Freedom Summer”**

1. Do the details on page 150 support Martin Luther King Jr.’s statement that people in power rarely give up power willingly? Explain.

---

---

---

---

2. How do you think Fannie Lou Hamer’s life experiences influenced her decision to become involved in the voter registration drive?

---

---

---

---

---

---

---

---

3. What else did Hamer do to encourage Black people to vote? What happened to her in June 1963 as a result of her activities?

---

---

---

4. Recall complaints from southerners about “outside agitators,” which you have read about in previous lessons. How do you think white southerners might have felt about white college students from the North coming into the South during the Freedom Summer?

---

---

---

---

---

5. How do you feel when you read that the bus driver was charged with “driving a bus the wrong color”? Do you think this is really why the bus was stopped?

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 7.2

CONTINUED

6. What do you think is Fannie Lou Hamer's purpose in telling her story?

---

---

---

---

7. How does Hamer conclude her testimony? What does her treatment say about America and the ideals it is supposed to represent?

---

---

---

---

### **“From the Civil Rights Act to Bloody Sunday in Selma”**

8. Why did some people fear that President Johnson might not support the civil rights bill?

---

---

---

9. What does “Americans were lulled into complacency” mean? Why do you think many Americans became complacent about civil rights after passage of the Civil Rights Act of 1964?

---

---

---

---

---

10. Which event sparked the Selma to Montgomery march? What did the march organizers hope to accomplish?

---

---

---

---

11. Why do you think Sheyann Webb describes the police officers on the bridge as a “blue picket fence”? Is this an effective metaphor?

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 7.2

CONTINUED

12. What evidence on page 169 suggests that some Black people may have begun losing faith in the tactics of nonviolence?

---

---

---

---



## Guided Questions for “From Selma to the Voting Rights Act”

*Answer the following questions in complete sentences.*

1. What were the goals of President Johnson’s Special Message to Congress in 1965?

---

---

---

---

2. In some ways, Johnson’s speech has echoes of Martin Luther King Jr.’s speech at the March on Washington. What universal and patriotic appeals did he make?

---

---

---

---

---

---

---

---

3. What kind of language did President Johnson draw on to call out tactics used to deny voting rights?

---

---

---

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. There had been previous laws that guaranteed the rights that President Johnson was addressing yet again. How did he plan to ensure compliance with voting rights?

5. Why would literacy tests continue to be a problem for Black people in 1965?

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 7.3

## TAKE-HOME

6. President Johnson gave this speech a week after Bloody Sunday in Selma, Alabama. Why might that have been good timing?

7. How was President Johnson's overall understanding of racial injustice a first step in solving it?

---

---

---

---

---



## Grammar: Transitions

*In the sentences below, identify each underlined transitional word, phrase, or clause as supporting (S), contrasting (C), or cause and effect (CE).*

1. Against all odds, the coin landed balanced perfectly on its edge. \_\_\_\_\_
2. Due to the arrival of an atmospheric river, the parched landscape was suddenly deluged with rain. \_\_\_\_\_
3. Add four drops of gentian blue to the mixture. Then slowly heat the mixture to 104 degrees Fahrenheit. \_\_\_\_\_
4. I was hoping to go swimming today. Unfortunately, the temperature dropped to minus 18, and the lake froze. \_\_\_\_\_
5. I don't feel like doing yard work today. In fact, I don't feel like doing anything at all. \_\_\_\_\_
6. You didn't take the time to research the topic properly. Consequently, your paper contained multiple inaccuracies. \_\_\_\_\_
7. To the surprise of everyone in the room, the committee chair opened the meeting by giving a juggling demonstration. \_\_\_\_\_
8. Arriving precisely on schedule, the train opened its doors, and we continued our journey. \_\_\_\_\_
9. Warmed by the sun, the snowman soon became a muddy puddle. \_\_\_\_\_

10. Because the weather was so bad, we decided to find an indoor activity. \_\_\_\_\_

11. Although Emmet studied hard for the test, he ended up not doing very well  
on it. \_\_\_\_\_

12. Ayeesha arrived early so that she could meet the members of the committee before  
the hearing began. \_\_\_\_\_

NAME: \_\_\_\_\_

**7.5**

DATE: \_\_\_\_\_

## Plan: Develop a Counterargument

*Use the sentence starters to begin brainstorming ideas for your counterargument.*

| <b>Idea #1:</b>   |   |  |
|---|---|--|
| <b>Counterargument:</b><br>Some people believe that ...   | <b>Concession:</b><br>While it is true that ... | <b>Refutation:</b><br>However, ...                               |
|   |   |  |
| <b>Idea #2:</b>   |   |  |
| <b>Counterargument:</b><br>Some would argue that ...      | <b>Concession:</b><br>I agree that ...          | <b>Refutation:</b><br>This argument does not hold up because ... |
|   |   |  |
| <b>Idea #3:</b>   |   |  |
| <b>Counterargument:</b><br>People who oppose this say ... | <b>Concession:</b><br>I respect that ...        | <b>Refutation:</b><br>The problem with this perspective is ...   |
|   |   |  |



NAME: \_\_\_\_\_

8.1

DATE: \_\_\_\_\_

## Vocabulary for “From Malcolm X to Black Power: ‘By Any Means Necessary’ and “Black Power”

### “From Malcolm X to Black Power: ‘By Any Means Necessary’”

1. **influential**, *adj.* having great impact on someone or something (177)
2. **impose**, *v.* to force something on somebody (**imposed**) (178)
3. **foster homes**, *n.* temporary homes for children who cannot live with their family (178)
4. **pilgrimage**, *n.* a trip to a sacred place made for religious reasons (179)
5. **mature**, *adj.* fully developed; grown-up (182)

### “Black Power”

6. **commission**, *n.* a group of people in charge of something (187)
7. **turmoil**, *n.* a state of great confusion or uncertainty (187)
8. **controversial**, *adj.* likely to cause public disagreement (188)

| Word               | Pronunciation             | Page |
|--------------------|---------------------------|------|
| Elijah Muhammad    | /ə*lie/jə/ /mə*ho*məd/    | 177  |
| Mecca              | /me*kə/                   | 179  |
| dillydallying      | /di*lee*da*lee*ing/       | 184  |
| Stokely Carmichael | /stoe*klee/ /kar*mie*kul/ | 186  |



NAME: \_\_\_\_\_

## 8.2

DATE: \_\_\_\_\_

## Writing Prompt for “From Malcolm X to Black Power: ‘By Any Means Necessary’” and “Black Power”

Think about the modern Black Lives Matter (BLM) movement. Which person do you think best symbolizes BLM: Malcolm X or Martin Luther King Jr.? Or do you think BLM can best be seen as an assimilation of both men's ideals? Explain your answer.



NAME: \_\_\_\_\_

**8.3**

DATE: \_\_\_\_\_

## Grammar: Transitions

Using a pencil, fill in the blank in each sentence below with a transitional word, phrase, or clause from the ones listed. Use each transition only once. Adjust capitalization as needed. *HINT: You may need to revise some answers that you chose in earlier sentences as you complete all of the sentences.*

|                                     |                                       |  |   |
|-------------------------------------|---------------------------------------|--|---|
| indeed                              | as a result                           | despite the fact                               | fortunately   |
| much to my embarrassment            | weakened by termite damage            | warning of runaway inflation                   | the direct cause of the recession                                     |
| as a result of the sudden rainstorm | after heating the solution to boiling | because no one in the other party voted for it | in light of the discovery of water, ice and possible life-forms there |

1. \_\_\_\_\_, no one thought the joke I made was funny.
2. \_\_\_\_\_, the baseball game was cancelled.
3. \_\_\_\_\_, stir into it 50 grams of salt.
4. It looked as though our hike was going to be rained out; \_\_\_\_\_, the weather took a sudden turn for the sunny.
5. The senator doesn't seem to care about passing this bill. \_\_\_\_\_, she doesn't seem to care about passing legislation of any kind.
6. You have proposed a project that will cost more than twice what our budget allows. \_\_\_\_\_, we will be forced to vote against it.
7. \_\_\_\_\_, NASA should make exploration of the new exoplanet a top priority.

| indeed                              | as a result                           | despite the fact                               | fortunately   |
|-------------------------------------|---------------------------------------|--|---|
| much to my embarrassment            | weakened by termite damage            | owing to supply problems                       | as a result   |
| as a result of the sudden rainstorm | after heating the solution to boiling | because no one in the other party voted for it | in light of the discovery of water, ice and possible life-forms there |

8. \_\_\_\_\_, the old house collapsed quickly when subjected to strong wind.

9. The old administration's fiscal policy caused a recession. \_\_\_\_\_, they lost the next election.

10. \_\_\_\_\_, prices continued to rise.

11. \_\_\_\_\_, the amendment did not pass.

12. \_\_\_\_\_ that the bill had wide popular support, the legislature voted against it.

NAME: \_\_\_\_\_

**8.4**

DATE: \_\_\_\_\_

## Plan: Find Evidence Through Research

Use the chart to collect evidence for your persuasive essay. Remember that your evidence should be relevant and sufficient and should come from credible, reliable sources. Remember to cite each source.

| Evidence and Source | How will it support your argument? | Why is it convincing? |
|---------------------|------------------------------------|-----------------------|
|                     |                                    |                       |
|                     |                                    |                       |
|                     |                                    |                       |
|                     |                                    |                       |



NAME: \_\_\_\_\_

9.1

DATE: \_\_\_\_\_

## Vocabulary for “Cesar Chavez and Dolores Huerta: Fighting for Farmworkers’ Rights”

1. **migrant workers**, *n.* people who move from one region to another to find employment, especially seasonal or temporary work (190)
2. **empower**, *v.* to make someone stronger and more confident (191)
3. **exclude**, *v.* to deny access to something (**excluded**) (191)
4. **implements**, *n.* tools (193)
5. **pesticides**, *n.* substances used to kill insects or other organisms that harm plants or animals (194)
6. **legislators**, *n.* the people who are elected to make laws (194)
7. **proclamation**, *n.* a public or official announcement (194)
8. **exile**, *n.* banishment; exclusion (195)
9. **humane**, *adj.* having or showing kindness (195)
10. **patrons**, *n.* customers (197)
11. **fast**, *n.* a period in which one does not eat (198)
12. **commonplace**, *adj.* ordinary; not unusual (200)
13. **adequate**, *adj.* satisfactory or acceptable; good enough (200)
14. **foreman**, *n.* a worker who supervises other workers (203)

| Word                     | Pronunciation                      | Page |
|--------------------------|------------------------------------|------|
| Cesar Chavez             | /sae*zar/ /sha*vez/                | 190  |
| Dolores Huerta           | /doe*loe*raez/ /hoo*er*tə/         | 190  |
| Filipino                 | /fi*li*pee*noe/                    | 192  |
| pesticides               | /pe*stu*siedz/                     | 194  |
| insomnia                 | /in*som*nee*ə/                     | 201  |
| tetraethyl pyrophosphate | /tet*rə*eth*əl/ /pie*roe*fos*faet/ | 202  |

NAME: \_\_\_\_\_

**9.2**

DATE: \_\_\_\_\_

## **Guided Questions for “Cesar Chavez and Dolores Huerta: Fighting for Farmworkers’ Rights”**

*Answer the following questions in complete sentences.*

1. After a few years in the U.S. Navy and some other jobs, what work did Cesar Chavez take on with the Community Service Organization (CSO)?

---

---

---

---

2. How were the owners of big farms able to pay the migrant workers so little?

---

---

---

---

3. According to the text, what motivated Dolores Huerta to join with Cesar Chavez to found the National Farm Workers Association (NFWA)?

---

---

---

---

4. What action did Cesar Chavez take in March 1966 to gain support for farmworkers from other citizens?

---

---

---

---

---

---

---

5. In the 1969 Proclamation of the Delano Grape Workers, there is this statement: “We have been farm workers for hundreds of years and pioneers for seven.” How did this echo the demands for economic justice that Black people had been making in the 1960s?

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.2

**CONTINUED**

6. Another sentence in the proclamation states: "It was four years ago that we threw down our plowshares and pruning hooks." Why would this resonate with many people at the time?

---

---

---

---

---

7. Why do you think the boycott was ultimately more successful than striking alone might have been?

8. Why did Chavez go on a second fast, called the Fast for Life, in 1988?

---

---

---

---

9. In his testimony before the Migratory Labor Subcommittee in the Senate in 1969, why might Cesar Chavez have started his speech with the sentence he chose?

---

---

---

---

---

---

10. Chavez states that in California the agricultural industry at that time had the highest occupational disease rate. How does he emphasize the significance of this fact?

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 9.2

CONTINUED

11. Do you think the example of a three-year-old dying from drops of just one pesticide is a powerful, persuasive argument? Explain.

---

---

---

---

12. Why would Chavez list a long paragraph full of lesser health issues as well as citing statistics regarding serious pesticide injury and death?

---

---

---

---

---

---

---

---



# Guided Questions for “Native American Activism: The Occupation of Alcatraz”

*Answer the following questions in complete sentences.*

1. In what ways were almost all Native American reservations unsuitable for people to inhabit?

2. A policy of forced assimilation was in place from 1945 until 1970. How was this another double bind for Native Americans at the time?

---

---

---

---

---

---

---

3. Why was discrimination such an issue for Native Americans in the 1970s and beyond?

---

---

---

---

---

---

---

---

4. Point to examples of sarcasm in “The Alcatraz Proclamation” of 1969.

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

9.3

## TAKE-HOME

DATE: \_\_\_\_\_

5. How did the actions of the 1969 and 1970 occupants of Alcatraz show they had serious, long-term plans?

## 6. Why was the end of the termination policy not more helpful to Native Americans?

---

---

---

7. Why was the Trail of Broken Treaties in 1972 such an effective demonstration?

---

---

---

---

---

8. What might be helpful to bring about a more long-term reclamation of land for Native Americans?

---

---

---

---

---

---

---

---

---

NAME: \_\_\_\_\_

9.4

DATE: \_\_\_\_\_

## Draft: Persuasive Essay

*Use this page to begin drafting your persuasive essay.*

---

---

**Introduction: State your thesis clearly.**

---

---

---

---

---

---

---

---

**Body paragraphs:**

- Use sufficient relevant evidence to support reasons.
- Use a strong and persuasive tone.
- Use transitions to connect ideas.

---

---

---

---

---

---

---

---

**Conclusion: Restate thesis in a fresh way and include a call to action.**



NAME: \_\_\_\_\_

**9.5**

DATE: \_\_\_\_\_

## Draft: Use Transitions

*The left column shows examples of transitions you may use for different parts of your essay. In the right column, add sentences from your draft using these transitions.*

| <b>Introducing your thesis</b>  |  |
|---|--|
| In my opinion ...<br>My view is ...<br>It is clear that ...                     |  |
| <b>Introducing a reason</b>   |  |
| One reason is ...<br>A second point ...<br>Finally, ...                         |  |
| <b>Introducing evidence</b>   |  |
| For example, ...<br>For instance, ...<br>To illustrate, ...                     |  |
| <b>Including a counterargument</b>  |  |
| Some may disagree, ...<br>Opponents believe ...<br>Another point of view is ... |  |
| <b>Transitioning to a conclusion</b>  |  |
| In conclusion, ...<br>Overall, ...<br>Clearly, ...                              |  |



NAME: \_\_\_\_\_

**10.1**

DATE: \_\_\_\_\_

## **Vocabulary for “Feminism and the Equal Rights Amendment” and “John Lewis: The Power to Make a Difference”**

### **“Feminism and the Equal Rights Amendment”**

1. **fulfillment**, *n.* the achievement of something desired (213)
2. **ambition**, *n.* a strong desire to do or achieve something (214)
3. **ultimate**, *adj.* final; last (215)
4. **birthright**, *n.* a natural or moral right possessed by everyone (217)
5. **calculated**, *adj.* deliberate; planned (219)
6. **evolutionary**, *adj.* relating to the gradual development of something (221)
7. **reform**, *n.* improvement (222)

### **“John Lewis: The Power to Make a Difference”**

8. **mourners**, *n.* people who are sad that a person has died (223)
9. **embody**, *v.* to represent something (**embodied**) (223)
10. **backgrounds**, *n.* the circumstances and experiences people have had (225)
11. **compassion**, *n.* pity; sympathy (225)
12. **readily**, *adv.* easily (227)

| Word       | Pronunciation   | Page |
|------------|-----------------|------|
| feminism   | /fem*ə*ni*zəm/  | 213  |
| Friedan    | /free*dan/      | 213  |
| mystique   | /mis*teek/      | 213  |
| comparable | /kom*per*ə*bul/ | 214  |
| Chisholm   | /chi*zum/       | 217  |

NAME: \_\_\_\_\_

## 10.2

DATE: \_\_\_\_\_

## Guided Questions for “Feminism and the Equal Rights Amendment” and “John Lewis: The Power to Make a Difference”

*Answer the following questions in complete sentences.*

## “Feminism and the Equal Rights Amendment”

1. What cultural myth did Betty Friedan question in her 1963 book, *The Feminine Mystique*?

2. Many women worked outside the home in the 1970s. What problems did they face?

3. Consider these comments made by Phyllis Schlafly in 1972: “The women’s libbers don’t understand that most women want to be wife, mother, and homemaker—and are happy in that role.” Do you think she was completely correct, partly correct, or incorrect regarding what most women want?

---

---

---

---

---

---

---

4. Who was Shirley Chisholm?

---

---

---

---

---

---

5. Why was the question “Do you type?” considered an inappropriate question for a young woman with a college degree in 1969?

---

---

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## 10.2

CONTINUED

6. When discussing unfair treatment of women, why does Chisholm reference Black people enslaved on a plantation?

7. As a Black woman in the 1960s, did Shirley Chisholm state that she had faced more prejudice in the political world as a Black person or as a woman?

---

---

---

8. Chisholm notes that one argument against the Equal Rights Amendment is that it would “throw the marriage and divorce laws into chaos.” How does she address this point?

---

---

---

---

**“John Lewis: The Power to Make a Difference”**

9. How did John Lewis develop and accrue the moral authority to earn the reputation later as “the conscience of the Congress”?

---

---

---

---

---

---

---

10. In 1963, John Lewis urged the crowd at the March on Washington to “get in and stay in the streets of every city, every village and hamlet of this nation until true freedom comes.” In 1986, more than twenty years later, he was elected to serve in Congress. Why do you think Lewis chose a political path after his activism?

---

---

NAME: \_\_\_\_\_

## 10.2

## FOOT CONTINUED

DATE: \_\_\_\_\_

11. In his essay “Together, You Can Redeem the Soul of Our Nation,” Lewis connects events from the 1950s and 1960s to ongoing struggles that many people face. Based on what you know so far, do you think his point of view regarding civil rights will build mainly on what Martin Luther King Jr. said or on the thinking of Malcolm X?

---

---

---

---

---

12. Whom is John Lewis addressing, posthumously, when he refers in his essay to people who inspired him, stating, “I want you to know that in the last days and hours of my life you inspired me. You filled me with hope about the next chapter of the great American story.”

---

---

13. Would Lewis likely make exceptions as to who he thinks ought to take part in actively working against injustice?

---

---

---

---

---

NAME: \_\_\_\_\_

## 10.3

## TAKE-HOME

DATE: \_\_\_\_\_

## Writing Prompt for “Feminism and the Equal Rights Amendment” and “John Lewis: The Power to Make a Difference”

*In the space below, reflect on the lessons you have learned from reading the different perspectives on civil rights struggles in the Reader. Then pick one key lesson you have learned that you believe to be the most relevant or important.*



NAME: \_\_\_\_\_

**10.4**

DATE: \_\_\_\_\_

## Write a Persuasive Essay Rubric

|                                | <b>Exemplary</b>   | <b>Strong</b>   | <b>Developing</b>   | <b>Beginning</b>  |
|--------------------------------|--|---|---|---|
| <b>Thesis</b>                  | Thesis is clearly stated and is an arguable claim that can be debated.                 | Thesis is stated and is an arguable claim that can be debated.            | Thesis is not clearly stated but is debatable.  | Thesis is missing or is simply a fact that cannot be debated.                       |
| <b>Organization and Format</b> | Reasons and supporting evidence are grouped logically and clearly.                     | Reasons and supporting evidence are mostly grouped logically and clearly. | Reasons and supporting evidence are grouped somewhat logically.                                   | Reasons are unclear, and supporting evidence is not connected logically to reasons. |
|                                | All evidence is relevant and sufficient to fully and convincingly support all reasons. | Most evidence is relevant and sufficient to fully support the reasons.    | Some evidence is relevant and sufficient. Some reasons are unsupported or have very weak support. | Evidence is insufficient and irrelevant.  |
| <b>Sources</b>                 | All sources are credible and reliable. Sources are cited correctly.                    | Most sources are credible and reliable. Sources are cited.                | Some sources are credible and reliable. Most sources are cited.                                   | Sources are missing or are not reliable or credible.                                |

|                   |  |   |   |   |
|-------------------|--|---|---|---|
| <b>Conclusion</b> | The essay concludes with a compelling call to action that flows naturally and logically from the argument. | The essay concludes with a call to action that is related to the argument.                | The essay concludes with a call to action that is somewhat related to the argument. | The essay does not conclude with a call to action.  |
| <b>Language</b>   | Transitional words, phrases, and clauses are used to make connections between ideas clear.                 | Some transitional words, phrases, and clauses are used to make connections between ideas. | Few transitional words, phrases, and clauses are used to connect ideas.             | Very few or no transitional words, phrases, or clauses are used.  |
|                   | Style is consistently formal and appropriate to the task and audience.                                     | Style is mostly formal and appropriate to the task and audience.                          | Style is somewhat formal and mostly appropriate to the task and audience.           | Style is informal and not appropriate to the task and audience.   |
|                   | Excellent spelling, grammar, and punctuation are used.   | Spelling, grammar, and punctuation are mostly correct.                                    | Spelling, grammar, and punctuation have several errors.                             | Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand meaning. |

*You may correct capitalization, punctuation, and grammar errors while you are revising.*

NAME: \_\_\_\_\_

**10.5**

DATE: \_\_\_\_\_

## Write a Persuasive Essay Peer Review Checklist

*Complete this checklist as you read the draft of the persuasive essay written by a classmate.*

Author's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

- The persuasive essay presents a strong and convincing argument.
- The persuasive essay clearly states a thesis.
- The persuasive essay is well structured, grouping reasons, evidence, and reasoning in a logical way.
- The persuasive essay has sufficient relevant evidence to support the reasons and thesis.
- The persuasive essay uses credible sources for evidence.
- The persuasive essay uses precise language to make ideas clear.
- The persuasive essay is written in a formal style.
- The persuasive essay uses transitional words, phrases, and clauses to make clear connections between ideas.
- The persuasive essay comes to a conclusion that sums up the argument and makes the reader want to agree with the author's position or take some kind of action.

*Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.*

**Peer Feedback #1:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

**Writing Power:** What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

**Writing Inspiration:** What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

**Writing Innovation:** What part of the draft was most original? What made it so inventive? How can it be included in other writings?

**Feedback #1:**

**Peer Feedback #2:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

**Building Stamina:** What information was missing from the draft? Where would more details strengthen the writing?

**Building Technique:** What aspect of this draft needs reworking? How would this revision strengthen the draft?

**Building Clarity:** What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

**Feedback #2:**

NAME: \_\_\_\_\_

## 10.6

DATE: \_\_\_\_\_

## Spelling Activity

Read the following paragraph. Use a dictionary, an online resource, or your own knowledge of spelling to correct the spelling errors. Rewrite the paragraph with the correct spellings.

Equality is the belief that all people should be treated fairly and with the same opportunities regardless of their race, gender, or religion or any other differences. It means that everyone should have the same chance to succeed and be treated with respect. Everyone should have the chance to live a happy life. It is important to work toward equality even if it is a challenge.



NAME: \_\_\_\_\_

**11.1**

DATE: \_\_\_\_\_

## Write a Persuasive Essay Editing Checklist

| Persuasive Essay Editing Checklist   | After reviewing for each type of edit, place a check mark here. |
|--|---|
| <b>Vocabulary</b>  |   |
| <ul style="list-style-type: none"><li>• I have used precise language.</li><li>• I have used strong verbs.</li></ul>  |   |
| <b>Format</b>  |   |
| <ul style="list-style-type: none"><li>• I have inserted paragraph breaks at logical places in the narrative.</li><li>• I have titled my writing.</li><li>• I have included the proper heading, including my name, my teacher's name, the class title, and the date.</li><li>• I have formatted citations and bibliographies correctly.</li></ul>       |   |
| <b>Grammar</b>   |   |
| <ul style="list-style-type: none"><li>• I have used complete, correctly formed sentences.</li><li>• I have maintained a formal style.</li><li>• I have used verb tenses and participles correctly.</li><li>• I have used verbals, including gerunds and infinitives, correctly.</li><li>• I have corrected misplaced and dangling modifiers.</li></ul> |   |
| <b>Spelling</b>  |   |
| <ul style="list-style-type: none"><li>• I have used resources to check my spellings.</li><li>• I have used commonly confused words correctly.</li></ul>  |   |

| <b>Persuasive Essay Editing Checklist</b> |  | <b>After reviewing for each type of edit, place a check mark here.</b> |
|---|--|--|
| <b>Punctuation</b>                        |  |  |
|   | <ul style="list-style-type: none"> <li>• I have used end marks correctly.</li> <li>• I have used a comma after introductory words, phrases, and clauses.</li> <li>• I have punctuated quotations correctly.</li> <li>• I have used hyphens, ellipses, and dashes correctly.</li> </ul> |  |

## Unit Assessment—*A More Perfect Union: Voices for Civil Rights in America*

Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

### “Youth in the Civil Rights Movement”

- 1 At its height in the 1960s, the Civil Rights Movement drew children, teenagers, and young adults into a maelstrom of meetings, marches, violence, and in some cases, imprisonment. Why did so many young people decide to become activists for social justice? Joyce Ladner answers this question in her interview with the Civil Rights History Project, pointing to the strong support of her elders in shaping her future path: “The Movement was the most exciting thing that one could engage in. I often say that, in fact, I coined the term, the ‘Emmett Till generation.’ I said that there was no more exciting time to have been born at the time and the place and to the parents that movement, young movement, people were born to . . . I remember so clearly Uncle Archie who was in World War I, went to France, and he always told us, ‘Your generation is going to change things.’”
- 2 Several activists interviewed for the Civil Rights History Project were in elementary school when they joined the movement. Freeman Hrabowski was 12 years old when he was inspired to march in the Birmingham Children’s Crusade of 1963. While sitting in the back of church one Sunday, his ears perked up when he heard a man speak about a march for integrated schools. A math geek, Hrabowski was excited about the possibility of competing academically with white children. While spending many days in prison after he was arrested at the march, photographs of police and dogs attacking the children drew nationwide attention. Hrabowski remembers that at the prison, Dr. King told him and the other children, “What you do this day will have an impact on children yet unborn.” He continues, “I’ll never forget that. I didn’t even understand it, but I knew it was powerful, powerful, very powerful.”
- 3 As a child, Marilyn Luper Hildreth attended many meetings of the NAACP Youth Council in Oklahoma City because her mother, the veteran activist Clara Luper, was the leader of this group. She remembers, “We were having an NAACP Youth Council meeting, and I was eight years old at that time. That’s how I can remember that I was

not ten years old. And I – we were talking about our experiences and our negotiation – and I suggested, made a motion that we would go down to Katz Drug Store and just sit, just sit and sit until they served us.” This protest led to the desegregation of the drug store’s lunch counter in Oklahoma City.

4 While some young people came into the movement by way of their parents’ activism and their explicit encouragement, others had to make an abrupt and hard break in order to do so, with some even severing familial ties. Joan Trumpauer Mulholland was a young white girl from Arlington, Virginia, when she came to realize the hypocrisy of her segregated church in which she learned songs such as “Jesus loves the little children, red and yellow, black and white.” When she left Duke University to join the movement, her mother, who had been raised in Georgia, “thought I had been sort of sucked up into a cult . . . it went against everything she had grown up and believed in. I can say that a little more generously now than I could have then.” Phil Hutchings’s father was a lifetime member of the NAACP, but couldn’t support his son when he moved toward radicalism and Black Power in the late 1960s. Hutchings reflects on the way their different approaches to the struggle divided the two men, a common generational divide for many families who lived through those times: “He just couldn’t go beyond a certain point. And we had gone beyond that . . . and the fact that his son was doing it . . . the first person in the family who had a chance to complete a college education. I dropped out of school for eleven years. . . . He thought I was wasting my life. He said, ‘Are you . . . happy working for Mr. Castro?’”

## Questions

1. What do you think Joyce Ladner means when she describes herself and her peers as the “Emmett Till generation”?
  - A. Emmett Till’s leadership in the civil rights movement inspired young people to join the civil rights movement.
  - B. Ladner and her peers admired Till’s advocacy of nonviolent resistance to achieve civil rights goals.
  - C. White society treated Ladner and most of her peers exactly the way Emmett Till was treated.
  - D. The treatment of Till and other Black people spurred Ladner and her peers into action.

2. What evidence does Joyce Ladner give to support the claim that older people supported her participation in the civil rights movement?
  - A. She says she is the person who coined the term the “Emmett Till generation.”
  - B. She recalls that her Uncle Archie believed that her generation would change things.
  - C. She says there was no more exciting time to be born than during the civil rights movement.
  - D. She remembers the first time she participated in a civil rights protest.

3. Read paragraph 2.

Several activists interviewed for the Civil Rights History Project were in elementary school when they joined the movement. Freeman Hrabowski was 12 years old when he was inspired to march in the Birmingham Children’s Crusade of 1963. While sitting in the back of church one Sunday, his ears perked up when he heard a man speak about a march for integrated schools. A math geek, Hrabowski was excited about the possibility of competing academically with white children. While spending many days in prison after he was arrested at the march, photographs of police and dogs attacking the children drew nationwide attention. Hrabowski remembers that at the prison, Dr. King told him and the other children, “What you do this day will have an impact on children yet unborn.” He continues, “I’ll never forget that. I didn’t even understand it, but I knew it was powerful, powerful, very powerful.”

**PART A:** Based on this passage, what is one reason why Freeman Hrabowski was drawn to the civil rights movement?

- A. He believed in the civil disobedience tactics used by Martin Luther King Jr.
- B. He became angry when he was jailed for participating in a protest march.
- C. He wanted to prove that he could perform on the same level as white students.
- D. He was shocked by the murder of young Black people such as Emmett Till.

**PART B:** Underline words in this passage that agree with Uncle Archie's point of view in the first paragraph.

4. Which statement is supported by the article?
  - A. Many young people were inspired to join the civil rights movement based on their own experiences.
  - B. Older Black people discouraged their children from participating in the civil rights movement.
  - C. The philosophy of Black Power was the main reason why young people joined the civil rights movement.
  - D. Young people joined the civil rights movement mainly because they thought of it as a great adventure.
5. Read paragraph 3.

As a child, Marilyn Luper Hildreth attended many meetings of the NAACP Youth Council in Oklahoma City because her mother, the veteran activist Clara Luper, was the leader of this group. She remembers, "We were having an NAACP Youth Council meeting, and I was eight years old at that time. That's how I can remember that I was not ten years old. And I – we were talking about our experiences and our negotiation – and I suggested, made a motion that we would go down to Katz Drug Store and just sit, just sit and sit until they served us." This protest led to the desegregation of the drug store's lunch counter in Oklahoma City.

Which inferences are supported by this passage? Select **two** answers.

- A. Marilyn Luper Hildreth was inspired to join the civil rights movement by her mother.
- B. Marilyn Luper Hildreth supported the tactics of nonviolence and civil disobedience.
- C. Marilyn Luper Hildreth was arrested many times for participating in protests.
- D. Marilyn Luper Hildreth admired the teachings and leadership of Malcolm X.

6. Read this portion of paragraph 4.

While some young people came into the movement by way of their parents' activism and their explicit encouragement, others had to make an abrupt and hard break in order to do so, with some even severing familial ties. Joan Trumpauer Mulholland was a young white girl from Arlington, Virginia, when she came to realize the hypocrisy of her segregated church in which she learned songs such as "Jesus loves the little children, red and yellow, black and white." When she left Duke University to join the movement, her mother, who had been raised in Georgia, "thought I had been sort of sucked up into a cult . . . it went against everything she had grown up and believed in. I can say that a little more generously now than I could have then."

**PART A:** Circle the text in this passage that describes why Joan Trumpauer Mulholland became involved in the civil rights movement.

**PART B:** Explain how Joan Trumpauer Mulholland's point of view differs from her mother's. Cite evidence from the text in your answer.

---

---

---

---

---

---

---

---

7. Read this portion of paragraph 4.

Phil Hutchings' father was a lifetime member of the NAACP, but couldn't support his son when he moved toward radicalism and Black Power in the late 1960s.

Hutchings reflects on the way their different approaches to the struggle divided the two men, a common generational divide for many families who lived through those times: "He just couldn't go beyond a certain point. And we had gone beyond that . . . and the fact that his son was doing it . . . the first person in the family who had a chance to complete a college education. I dropped out of school for eleven years . . . He thought I was wasting my life. He said, 'Are you . . . happy working for Mr. Castro?'"

**PART A:** Based on this passage, which is a reasonable inference about Phil Hutchings's father?

- A. He strongly disapproved of the civil rights movement.
- B. He supported the tactics of Martin Luther King Jr.
- C. He never personally experienced racial discrimination.
- D. He believed in the philosophy of "by any means necessary."

**PART B:** Underline words in this passage that show how Phil Hutchings's views about the civil rights movement differed from his father's.

8. What is the author's purpose in writing this article?

- A. To argue that the civil rights movement would have failed without young people's participation
- B. To describe the tactics of nonviolent protest used by many civil rights protestors
- C. To document examples of segregation and racism experienced by minorities
- D. To explain why so many young people became involved in the civil rights movement

## “Dissents in *Korematsu v. United States*”

- 1 In December 1944, the Supreme Court ruled that internment camps for Japanese Americans during World War 2 were constitutional. A Japanese American man, Fred Korematsu, challenged the legality of the camps. Korematsu was a brave man. His case went all the way to the Supreme Court. In a 6-3 decision, the Court ruled against Korematsu. However, three judges dissented from the majority opinion.
- 2 Justice Owen J. Roberts wrote:
- 3 “This is not a case of keeping people off the streets at night . . . nor a case of temporary exclusion of a citizen from an area for his own safety or that of the community. . . . On the contrary, it is the case of convicting a citizen as a punishment for not submitting to imprisonment in a concentration camp, based on his ancestry, and solely because of his ancestry, without evidence or inquiry concerning his loyalty and good disposition towards the United States. If this be a correct statement of the facts disclosed by this record, and facts of which we take judicial notice, I need hardly labor the conclusion that Constitutional rights have been violated.”
- 4 Justice Frank Murphy wrote:
- 5 “I dissent, therefore, from this legalization of racism. Racial discrimination in any form and in any degree has no justifiable part whatever in our democratic way of life. It is unattractive in any setting, but it is utterly revolting among a free people who have embraced the principles set forth in the Constitution of the United States. All residents of this nation are kin in some way by blood or culture to a foreign land. Yet they are primarily and necessarily a part of the new and distinct civilization of the United States. They must, accordingly, be treated at all times as the heirs of the American experiment, and as entitled to all the rights and freedoms guaranteed by the Constitution.”
- 6 Justice Robert H. Jackson wrote:

7 “Korematsu was born on our soil, of parents born in Japan. The Constitution makes him a citizen of the United States by nativity and a citizen of California by residence. No claim is made that he is not loyal to this country. There is no suggestion that apart from the matter involved here he is not law abiding and well disposed. Korematsu, however, has been convicted of an act not commonly a crime. It consists merely of being present in the state whereof he is a citizen, near the place where he was born, and where all his life he has lived. . . . [H]is crime would result, not from anything he did, said, or thought, different than they, but only in that he was born of different racial stock. . . . [H]ere is an attempt to make an otherwise innocent act a crime merely because this prisoner is the son of parents as to whom he had no choice, and belongs to a race from which there is no way to resign. If Congress in peace-time legislation should enact such a criminal law, I should suppose this Court would refuse to enforce it.”

## Questions

9. Read paragraph 1

In December 1944, the Supreme Court ruled that internment camps for Japanese Americans during World War 2 were constitutional. A Japanese American man, Fred Korematsu, challenged the legality of the camps. Korematsu was a brave man. His case went all the way to the Supreme Court. In a 6-3 decision, the Court ruled against Korematsu. However, three judges dissented from the majority opinion.

Underline a sentence in this passage that is an opinion.

10. Which statement **best** summarizes Justice Roberts’s opinion about the case?

- A. If Korematsu was imprisoned based solely on his race, then there is no need to argue whether his civil rights have been violated.
- B. There may be times when it would be acceptable to jail Korematsu simply because of his race, but this is not one of those times.
- C. It is never appropriate for authorities to stop citizens for any reason other than that they are suspected of committing a crime.
- D. Korematsu is probably not loyal to the United States, but since there is no evidence to prove it, he should not be imprisoned.

11. How does Justice Murphy disagree with the majority opinion?

- A. He believes that Japanese Americans are not actually U.S. citizens but are nevertheless being treated unfairly.
- B. He thinks Japanese Americans who have been imprisoned are entitled to reparations.
- C. He believes that racial discrimination in and of itself violates the very principles of the Constitution.
- D. He thinks there should be a time limit on how long Japanese Americans are kept in internment camps.

12. Read these sentences from paragraph 5.

All residents of this nation are kin in some way by blood or culture to a foreign land. Yet they are primarily and necessarily a part of the new and distinct civilization of the United States.

Which statement **best** summarizes this passage?

- A. Everyone who lives in the United States has ancestors from overseas, but they are considered Americans, not foreigners.
- B. U.S. citizens must earn rights by showing their loyalty to America, not to the country they came from.
- C. There is a difference between the United States and other nations, and the United States is superior.
- D. People with relatives in other countries are not true Americans unless they have been in the United States for many years.

13. Read paragraph 7.

“Korematsu was born on our soil, of parents born in Japan. The Constitution makes him a citizen of the United States by nativity and a citizen of California by residence. No claim is made that he is not loyal to this country. There is no suggestion that apart from the matter involved here he is not law abiding and well disposed. Korematsu, however, has been convicted of an act not commonly a crime. It consists merely of being present in the state whereof he is a citizen, near the place where he was born, and where all his life he has lived. . . . [H]is crime would result, not from anything he did, said, or thought, different than they, but only in that he was born of different racial stock. . . . [H]ere is an attempt to make an otherwise innocent act a crime merely because this prisoner is the son of parents as to whom he had no choice, and belongs to a race from which there is no way to resign. If Congress in peace-time legislation should enact such a criminal law, I should suppose this Court would refuse to enforce it.”

**PART A:** Why is it relevant for Justice Jackson’s argument to mention that Korematsu was born in the United States?

- A. Because Korematsu was born in the United States, he is a citizen of the country.
- B. Because Korematsu was born in the United States, he is loyal to American ideals.
- C. Because Korematsu was born in the United States, he is eligible to serve in the U.S. military.
- D. Because Korematsu was born in the United States, he cannot be sent back to Japan.

**PART B:** According to Justice Jackson, what is Korematsu’s “crime”? Would this have been considered a crime before the war began? Explain.

---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 12.1

CONTINUED

## ASSESSMENT

14. What point do all of these dissenting opinions make about Korematsu's case?

---

---

---

---

---

Reading Comprehension Score: \_\_\_\_\_ of 14 points.

**Writing Prompt:** Write a short answer that compares how civil rights issues are raised and discussed in the two passages.

Writing Prompt Score: \_\_\_\_\_ of 4 points.

## Grammar

Fill in the blank in each sentence below with a transitional word, word pair, phrase, or clause from the ones listed. Use each transition only once. Adjust capitalization as needed.

|                            |   |  |  |
|----------------------------|---|--|--|
| unfortunately              | in place of the applause I expected           | in fact  | because of the high price of paper         |
| during the cooling process | consequently                                  | worried that the wall would collapse             | accompanying the discovery of a new planet |
| therefore                  | while firefighters on the ground dug trenches | even though the authorities prepared extensively |  |

1. \_\_\_\_\_, I only got boos and catcalls.
2. \_\_\_\_\_, the company decided to send notices electronically.
3. \_\_\_\_\_, the molten glass becomes less easy to mold.
4. We were looking forward to a walk in the woods; \_\_\_\_\_, the forest preserve closed at sunset.
5. I want to buy a piano. \_\_\_\_\_, I want to buy all your pianos.
6. Vera was always careful to save 10 percent of her income. \_\_\_\_\_, she was prepared when she had an emergency need for money.
7. \_\_\_\_\_ was the discovery of its seven moons.
8. \_\_\_\_\_, the carpenter reinforced it with crossbeams.

9. Eliminating light pollution was impossible, \_\_\_\_\_, a trip to the countryside was a high priority for the astronomy club.

10. \_\_\_\_\_, planes dropped flame retardant on the wildfire.

11. \_\_\_\_\_, the snowstorm overwhelmed it completely.

Grammar Score: \_\_\_\_\_ of 11 points.

## Morphology

*Fill in the blank after each numbered definition with the matching word from the list below.*

deregulation

regimen

regiment

regime

dominate

domain

indomitable

predominantly

equate

equinox

equation

equanimity

1. mainly or mostly \_\_\_\_\_

2. a mathematical statement in which two sides are separated by an equal sign  
\_\_\_\_\_

3. an area over which someone has authority \_\_\_\_\_

4. a permanent part of a regular army \_\_\_\_\_

5. to establish power over \_\_\_\_\_

6. a regulated course of something, such as diet, exercise, or medicine  
\_\_\_\_\_

7. the removal of control \_\_\_\_\_

8. to assert that two things are equal \_\_\_\_\_

9. the times of the year when the day and the night are of equal duration  
\_\_\_\_\_

10. unconquerable \_\_\_\_\_

11. a particular type of government or a particular government administration \_\_\_\_\_

12. the quality of calmness, steadiness, and level-headedness \_\_\_\_\_

*Morphology Score: \_\_\_\_\_ of 12 points.*

*Total Score for Unit Assessment: \_\_\_\_\_ of 37 points.*

NAME: \_\_\_\_\_

**12.2**

DATE: \_\_\_\_\_

## Unit Feedback Survey

### ***Unit : A More Perfect Union: Voices for Civil Rights in America***

*Please use a scale of 1–5, with 1 being “Not at All,” 3 being “OK,” and 5 being “Very Much.” Circle the number that best describes your opinion. Then answer the remaining questions.*

How much did you like reading the selections in this unit?

1

2

3

4

5

What, if anything, did you like about the selections?

---

---

What, if anything, did you not like about the selections?

---

---

Were you able to read and understand most of the texts on your own, or did you have difficulty?

---

Would you recommend these texts to your friends or other students?      YES      NO

In your opinion, how well did your teacher teach this unit?

1

2

3

4

5

What kind of activities did you like best?

---

---

What kind of activities did you like least?

---

---

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

---

---

NAME: \_\_\_\_\_

## E.1

## ENRICHMENT

DATE: \_\_\_\_\_

# Sources for Presentation of a Contemporary Civil Rights Movement

*Use this worksheet to record the sources you used to create your presentation about a contemporary civil rights movement.*



NAME: \_\_\_\_\_

**E.2**

## ENRICHMENT

DATE: \_\_\_\_\_

# Playlist of Songs of the Civil Rights Movement

*Use this worksheet to list the songs you have selected for your playlist and to write one or two paragraphs about the song you found most compelling or inspirational.*



NAME: \_\_\_\_\_

**E.3**

ENRICHMENT

DATE: \_\_\_\_\_

## Movie Review

Use this worksheet to compare/contrast the film 42: The Jackie Robinson Story with the selection about Robinson in the Reader. Conclude by writing a short paragraph explaining which version you preferred and why.

| Film | Reader |
|------|--------|
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |
|      |        |



NAME: \_\_\_\_\_

**E.4**

ENRICHMENT

DATE: \_\_\_\_\_

## Civil Rights Art

*Use this space to sketch a rough draft of a protest sign or poster for a civil rights issue OR of a collage about civil rights movements and the people involved.*



NAME: \_\_\_\_\_

E.5

## ENRICHMENT

DATE: \_\_\_\_\_

# News Report

*Use this space to take notes and record ideas for a news report about a current civil rights movement in another country.*



## Grammar: Transitions

*Transitions are words or phrases that stand between two ideas and show how they are related. Transitions can show that ideas support one another or contradict one another or that the ideas have a cause-and-effect relationship. For each sentence below, identify the underlined transition word or phrase as S (supports), C (contradicts), or CE (cause and effect).*

1. I read that book because I was interested in the subject. \_\_\_\_\_
2. My teacher is helpful, and I have learned a lot from her. \_\_\_\_\_
3. The movie was well acted, but the plot was boring. \_\_\_\_\_
4. I will try to get there on time; however, I may not make it. \_\_\_\_\_
5. I dropped my phone, which resulted in expensive repairs. \_\_\_\_\_
6. I want to learn to play guitar; also, I want to learn piano. \_\_\_\_\_
7. The game was called due to rain. \_\_\_\_\_
8. Although we were tired, we finished cleaning up before going to bed. \_\_\_\_\_
9. I want to get fit, so I run every day. \_\_\_\_\_
10. I'm not lazy. On the contrary, I work very hard. \_\_\_\_\_
11. I lost my wallet; consequently, I don't have my identification with me. \_\_\_\_\_
12. Pour the drink mix into the water, then stir it well. \_\_\_\_\_



## Morphology: Greek/Latin Roots *aequus*, *dominus*, and *rego*

Review the list of word roots and their meanings. Then, underline the word in each sentence that contains the root.

*aequus*: *equal, level, calm, just*

*dominus*: *lord, master*

*rego*: *rule, control*

1. The equator divides the globe into two halves.
2. The math teacher wrote an equation on the board.
3. People learn to regulate their own behavior.
4. Irregular verbs have unpredictable past tense forms.
5. Our football team dominated the field.
6. Left-handed people have a dominant left hand.
7. What is the domain name of the school website?
8. The debate team was made up predominantly of people who like to argue.
9. The civil rights movement sought to eliminate inequity.
10. The civil rights movement also sought to promote equality.
11. The appearance of the king was regal in every way.
12. A regent rules in place of a king or queen when the king or queen cannot.



## Student Resources

In this section you will find:

- SR.1—Glossary for *A More Perfect Union: Voices for Civil Rights in America*
- SR.2—Pronunciation Guide for *A More Perfect Union: Voices for Civil Rights in America*
- SR.3—The Writing Process
- SR.4—Write a Persuasive Essay Rubric
- SR.5—Write Persuasive Essay Peer Review Checklist
- SR.6—Write a Persuasive Essay Editing Checklist
- SR.7—Proofreading Symbols



## Glossary for *A More Perfect Union: Voices for Civil Rights in America*

### A

**abridge**, *v.* to reduce; to lessen

**accommodation**, *n.* housing; living space

**activists**, *n.* people who are working for social or political change

**adequate**, *adj.* satisfactory or acceptable; good enough

**agricultural**, *adj.* related to farming

**ambition**, *n.* a strong desire to do or achieve something

**anxious**, *adj.* worried

**applicable**, *adj.* relevant or appropriate

**assassin**, *n.* a murderer, especially someone who kills an important leader

**assert**, *v.* to state something with confidence and force (**asserts**)

### B

**backgrounds**, *n.* the circumstances and experiences people have had

**barren**, *adj.* bleak; lifeless; desolate

**betray**, *v.* to treat disloyally or have one's trust broken (**betrayed**)

**bigotry**, *n.* intolerance, especially regarding race relations

**birthright**, *n.* a natural or moral right possessed by everyone

**bitter**, *adj.* angry and unhappy, especially about something that has happened

**bluntly**, *adv.* in a direct manner

**brilliantly**, *adv.* in an extremely skillful or intelligent way

### C

**calculated**, *adj.* deliberate; planned

**champion**, *n.* someone who strongly supports someone else

**citrus groves**, *n.* orchards where citrus fruits such as oranges and lemons are grown

**color line**, *n.* a set of social or legal barriers that segregates people of color from white people

**commission**, *n.* a group of people in charge of something

**commitment**, *n.* dedication or loyalty; devotion, especially to a cause

**commonplace**, *adj.* ordinary; not unusual

**compassion**, *n.* pity; sympathy

**consideration**, *n.* careful thought

**controversial**, *adj.* likely to cause public disagreement

**coordinate**, *v.* to organize or bring order to something (**coordinated**)

**crazy quilt**, *n.* a type of quilt with patches of randomly varying sizes, shapes, and colors

### D

**decency**, *n.* the quality of goodness and morality

**defy**, *v.* to refuse to obey (**defied**)

**denote**, *v.* to indicate; to signify (**denoting**)

**desegregation**, *n.* the ending of a policy of racial segregation

**determined**, *adj.* having made a firm decision and being resolved not to change it

**discipline**, *n.* self-control

**draw**, *v.* to attract toward (**drawn**)

## E

**eligible**, *adj.* having the right to do something

**embody**, *v.* to represent something (**embodied**)

**empower**, *v.* to make someone stronger and more confident

**enact**, *v.* to order or carry out

**enforce**, *v.* to make sure laws and rules are followed

**evolutionary**, *adj.* relating to the gradual development of something

**exceptions**, *n.* people or things that are not included in a general rule or do not behave in the usual way

**exclude**, *v.* to deny access to something (**excluded**)

**exile**, *n.* banishment; exclusion

## F

**fanfare**, *n.* showy activity meant to draw attention to someone or something

**fashion**, *n.* how something is done

**fast**, *n.* a period in which one does not eat

**firmly**, *adv.* in a determined way

**foreman**, *n.* a worker who supervises other workers

**foster homes**, *n.* temporary homes for children who cannot live with their family

**frank**, *adj.* open, honest, and direct

**fulfill**, *v.* to put into effect

**fulfillment**, *n.* the achievement of something desired

## H

**harass**, *v.* to attack or bother constantly (**harassed**)

**haste**, *n.* excessive speed or urgency; hurry

**hastily**, *adv.* hurriedly; urgently

**hesitancy**, *n.* uncertainty; doubt

**humane**, *adj.* having or showing kindness

## I

**ideals**, *n.* models of excellence or perfection; standards

**idly**, *adv.* lazily; aimlessly

**immunities**, *n.* protections

**implements**, *n.* tools

**impose**, *v.* to force something on somebody (**imposed**)

**indignity**, *n.* an injury to one's dignity or self-esteem; humiliation

**inescapable**, *adj.* impossible to avoid

**infamy**, *n.* the state of being well known for being wicked

**influential**, *adj.* having great impact on someone or something

**institutions**, *n.* established organizations, especially those that are important for society to function

**intimidate**, *v.* to frighten someone, especially to make them do something

## J

**just**, *adj.* fair; morally right

## L

**legislation**, *n.* laws

**legislators**, *n.* the people who are elected to make laws

**licks**, *n.* punches; blows

**lyric**, *n.* the words of a song

**M****mature**, *adj.* fully developed; grown-up**means**, *n.* a method; a way of doing something**mess hall**, *n.* a dining area where military personnel eat as a group**migrant workers**, *n.* people who move from one region to another to find employment, especially seasonal or temporary work**mourners**, *n.* people who are sad that a person has died**O****obscure**, *adj.* uncertain or unclear**P****passing fad**, *n.* an activity or fashion that is popular only a short time**passive resistance**, *adj.* nonviolent opposition to authority, especially done in protest**patrons**, *n.* customers**personal hygiene**, *n.* practices relating to the cleanliness of one's body and clothing, especially to preserve health and prevent disease**pesticides**, *n.* substances used to kill insects or other organisms that harm plants or animals**philosophy**, *n.* guiding principles on which one's thoughts and actions are based**pilgrimage**, *n.* a trip to a sacred place made for religious reasons**pioneers**, *n.* people who are among the first to do something**potent**, *adj.* strong; powerful**proclamation**, *n.* a public or official announcement**promptly**, *adv.* on time; with little or no delay**publicize**, *v.* to make something widely known (**publicizing**)**R****readily**, *adv.* easily**reaffirmation**, *n.* the act of stating something again; a confirmation of belief**reform**, *n.* improvement**relieve**, *v.* to soothe or ease (**relieved**)**reluctant**, *adj.* hesitant or unwilling**resent**, *v.* to feel hurt and angry toward something**S****setback**, *n.* an event that stops progress**spontaneously**, *adv.* voluntarily; without being directed**steeds**, *n.* horses**stereotypes**, *n.* widely held but oversimplified images or ideas, especially toward a group of people**stirring**, *adj.* causing great excitement**submit**, *v.* to present or put forward**superintendent**, *n.* a person who manages an organization**T****tear gas**, *n.* an irritating gas that makes the eyes fill with tears, used to control or break up a crowd**theology**, *n.* the study of religious beliefs**turmoil**, *n.* a state of great confusion or uncertainty

# U

**ultimate, *adj.*** final; last

**undercut, *v.*** to weaken; to damage

**urge, *v.*** to argue or advocate for something

**urgent, *adj.*** demanding immediate attention

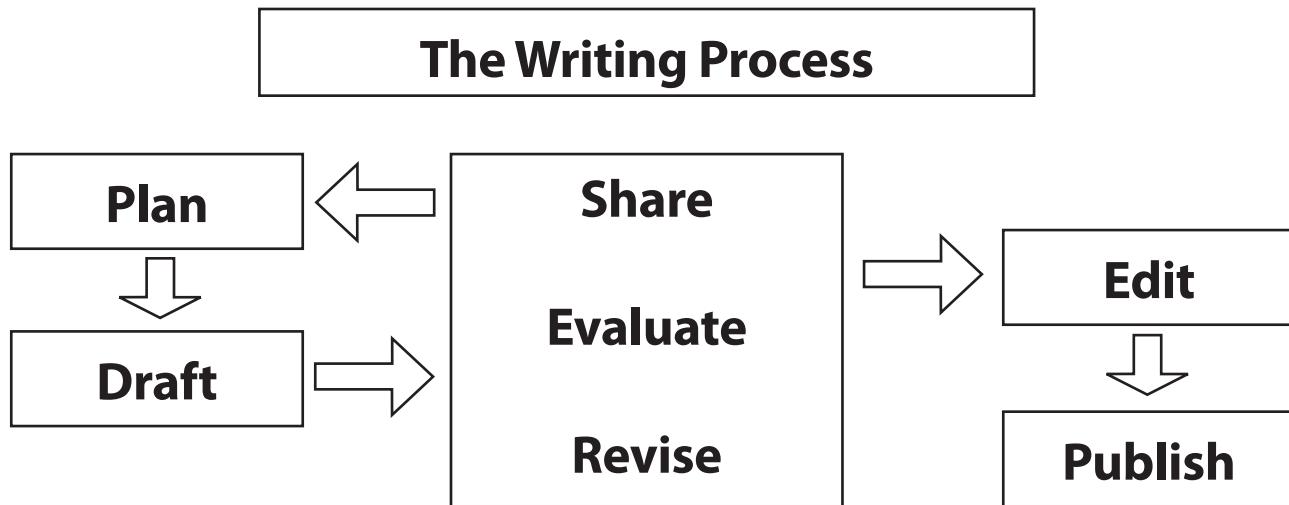
# W

**white supremacist, *n.*** someone who believes that white people are superior to people of other races and ethnicities

## **Pronunciation Guide for *A More Perfect Union: Voices for Civil Rights in America***

| Word            | Pronunciation           | Page |
|-----------------|-------------------------|------|
| Plessy          | /ple*see/               | 11   |
| Roosevelt       | /roe*zə*vəlt/           | 20   |
| Mohandas Gandhi | /moe*hon*dəs/ /gon*dee/ | 30   |
| internment      | /in*tern*mint/          | 36   |
| hysteria        | /his*te*ree*ə/          | 39   |
| reparations     | /rəp*ə*rae*shunz/       | 39   |
| extraordinary   | /ex*stror*din*e*ree/    | 45   |
| Eisenhower      | /ie*zen*hou*er/         | 53   |
| Felícitas       | /fe*lee*see*tos/        | 55   |
| Gerónimo        | /hae*ron*ee*moe/        | 55   |
| unanimous       | /ue*na*nə*mus/          | 59   |
| multitudinous   | /mul*tu*too*din*us/     | 70   |
| compulsory      | /kum*pul*ser*ee/        | 73   |
| Ebenezer        | /e*bə*nee*zer/          | 128  |
| philosophy      | /fi*lo*sə*fee/          | 128  |
| theology        | /thee*o*lə*jee/         | 128  |
| noncooperation  | /non*coe*op*er*ae*shun/ | 129  |
| Mahatma         | /mə*hot*mə/             | 129  |
| satyagraha      | /sə*tee*o*grə*hə/       | 129  |
| intimidate      | /in*tim*ə*daet/         | 152  |
| Ivesta          | /ə*veh*stə/             | 159  |
| Hosea           | /hoe*zae*ə/             | 165  |

|                          |                                    |     |
|--------------------------|------------------------------------|-----|
| Elijah Muhammad          | /ə*lie/jə/ /mə*ho*məd/             | 177 |
| Mecca                    | /me*kə/                            | 179 |
| dillydallying            | /di*lee*da*lee*ing/                | 184 |
| Stokely Carmichael       | /stoe*klee/ /kar*mie*kul/          | 186 |
| Cesar Chavez             | /sae*zar/ /sha*vez/                | 190 |
| Dolores Huerta           | /doe*loe*raez/ /hoo*er*tə/         | 190 |
| Filipino                 | /fi*li*pee*noe/                    | 192 |
| pesticides               | /pe*stu*siedz/                     | 194 |
| insomnia                 | /in*som*nee*ə/                     | 201 |
| tetraethyl pyrophosphate | /tet*rə*eth*əl/ /pie*roe*fos*faet/ | 202 |
| feminism                 | /fem*ə*ni*zəm/                     | 213 |
| Friedan                  | /free*dan/                         | 213 |
| mystique                 | /mis*teek/                         | 213 |
| comparable               | /kom*per*ə*bul/                    | 214 |
| Chisholm                 | /chi*zum/                          | 217 |





## Write a Persuasive Essay Rubric

|                                | <b>Exemplary</b>   | <b>Strong</b>  | <b>Developing</b>   | <b>Beginning</b>  |
|--------------------------------|--|--|---|---|
| <b>Thesis</b>                  | A thesis is clearly stated and is an arguable claim that can be debated.                                   | A thesis is stated and is an arguable claim that can be debated.           | A thesis is not clearly stated but is debatable.  | A thesis is missing or is simply a fact that cannot be debated.                     |
| <b>Organization and Format</b> | Reasons and supporting evidence are grouped logically and clearly.   | Reasons and supporting evidence are mostly grouped logically and clearly.  | Reasons and supporting evidence are grouped somewhat logically.                                   | Reasons are unclear, and supporting evidence is not connected logically to reasons. |
|                                | All evidence is relevant and sufficient to fully and convincingly support all reasons.                     | Most evidence is relevant and sufficient to fully support the reasons.     | Some evidence is relevant and sufficient. Some reasons are unsupported or have very weak support. | Evidence is insufficient and irrelevant.  |
| <b>Sources</b>                 | All sources are credible and reliable. Sources are cited correctly.  | Most sources are credible and reliable. Sources are cited.                 | Some sources are credible and reliable. Most sources are cited.                                   | Sources are missing, or are not reliable or credible.                               |
| <b>Conclusion</b>              | The essay concludes with a compelling call to action that flows naturally and logically from the argument. | The essay concludes with a call to action that is related to the argument. | The essay concludes with a call to action that is somewhat related to the argument.               | The essay does not conclude with a call to action.                                  |

|                 |  |   |   |   |
|-----------------|--|---|---|---|
| <b>Language</b> | Transitional words, phrases, and clauses are used to make connections between ideas clear. | Some transitional words, phrases, and clauses are used to make connections between ideas. | Few transitional words, phrases, and clauses are used to connect ideas.   | Very few or no transitional words, phrases, or clauses are used.  |
|                 | Style is consistently formal and appropriate to the task and audience.                     | Style is mostly formal and appropriate to the task and audience.                          | Style is somewhat formal and mostly appropriate to the task and audience. | Style is informal and not appropriate to the task and audience.   |
|                 | Excellent spelling, grammar, and punctuation are used.                                     | Spelling, grammar, and punctuation are mostly correct.                                    | Spelling, grammar, and punctuation have several errors.                   | Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand meaning. |

*You may correct capitalization, punctuation, and grammar errors while you are revising.*

## Write a Persuasive Essay Peer Review Checklist

*Complete this checklist as you read the draft of the persuasive essay written by a classmate.*

Author's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

- The persuasive essay presents a strong and convincing argument.
- The persuasive essay clearly states a thesis.
- The persuasive essay is well structured, grouping reasons, evidence, and reasoning in a logical way.
- The persuasive essay has sufficient relevant evidence to support the reasons and thesis.
- The persuasive essay uses credible sources for evidence.
- The persuasive essay uses precise language to make ideas clear.
- The persuasive essay is written in a formal style.
- The persuasive essay uses transitional words, phrases, and clauses to make clear connections between ideas.
- The persuasive essay comes to a conclusion that sums up the argument and makes the reader want to agree with the author's position or take some kind of action.

*Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.*

**Peer Feedback #1:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

**Writing Power:** What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

**Writing Inspiration:** What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

**Writing Innovation:** What part of the draft was most original? What made it so inventive? How can it be included in other writings?

**Feedback #1:**

**Peer Feedback #2:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

**Building Stamina:** What information was missing from the draft? Where would more details strengthen the writing?

**Building Technique:** What aspect of this draft needs reworking? How would this revision strengthen the draft?

**Building Clarity:** What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

**Feedback #2:**

## Write a Persuasive Essay Editing Checklist

| Persuasive Essay Editing Checklist   | After reviewing for each type of edit, place a check mark here. |
|--|---|
| <b>Vocabulary</b>  |   |
| <ul style="list-style-type: none"> <li>• I have used precise language.</li> <li>• I have used strong verbs.</li> </ul>   |   |
| <b>Format</b>  |   |
| <ul style="list-style-type: none"> <li>• I have inserted paragraph breaks at logical places in the narrative.</li> <li>• I have titled my writing.</li> <li>• I have included the proper heading, including my name, my teacher's name, the class title, and the date.</li> <li>• I have formatted citations and bibliographies correctly.</li> </ul>        |   |
| <b>Grammar</b>   |   |
| <ul style="list-style-type: none"> <li>• I have used complete, correctly formed sentences.</li> <li>• I have maintained a formal style.</li> <li>• I have used verb tenses and participles correctly.</li> <li>• I have used verbals, including gerunds and infinitives, correctly.</li> <li>• I have corrected misplaced and dangling modifiers.</li> </ul> |   |
| <b>Spelling</b>  |   |
| <ul style="list-style-type: none"> <li>• I have used resources to check my spellings.</li> <li>• I have used commonly confused words correctly.</li> </ul>   |   |

| <b>Persuasive Essay Editing Checklist</b> |  | <b>After reviewing for each type of edit, place a check mark here.</b> |
|---|--|--|
| <b>Punctuation</b>                        |  |  |
|   | <ul style="list-style-type: none"> <li>• I have used end marks correctly.</li> <li>• I have used a comma after introductory words, phrases, and clauses.</li> <li>• I have punctuated quotations correctly.</li> <li>• I have used hyphens, ellipses, and dashes correctly.</li> </ul> |  |

## Proofreading Symbols

|              |                                   |
|--------------|-----------------------------------|
| ^            | Insert                            |
| •            | Insert period                     |
| ,^           | Insert comma                      |
| ^V           | Insert apostrophe                 |
| #            | Insert space                      |
| ¶            | New paragraph                     |
| no ¶         | No new paragraph                  |
| ○            | Close up the space                |
| <u>b</u> cap | Capitalize                        |
| <u>B</u> lc  | Make lowercase (small letter)     |
| ~            | Delete                            |
| rWd.         | Reword                            |
| ←            | Move according to arrow direction |
| ſeſtr        | Transpose                         |
| [            | Move to the left                  |
| ]            | Move to the right                 |
| ^a           | Add a letter                      |





## **Core Knowledge Language Arts®**

**President**  
Linda Bevilacqua

**Editorial Staff**  
Sue Herndon

## **Illustration and Photo Credits**

Alpha Historica / Alamy Stock Photo: Cover B, Cover C, Title Page B, Title Page C, 1B, 1C  
Everett Collection Inc / Alamy Stock Photo: Cover D, Title Page D, 1D  
Glasshouse Images / Alamy Stock Photo : Cover A, Cover E, Title Page A, Title Page E, 1A, 1E  
MediaPunch Inc / Alamy Stock Photo: Cover F, Title Page F, 1F

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational, and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content of such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content, or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites and expressly disclaims liability for errors and omissions in either the links themselves or the contents of such sites. If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

[www.coreknowledge.org/contact-us/](http://www.coreknowledge.org/contact-us/)

Core Knowledge Foundation  
801 E. High St.  
Charlottesville, VA 22902





## Unit 5

# A More Perfect Union: Voices for Civil Rights in America

Activity Book

GRADE 8



ISBN: 978-1-68380-963-0