

Unit 5

A More Perfect Union: Voices for Civil Rights in America

Teacher Guide





Unit 5

A More Perfect Union: Voices for Civil Rights in America

Teacher Guide

GRADE 8

Core Knowledge Language Arts®



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Alignment to the Common Core State Standards

The following chart indicates which lessons in the *A More Perfect Union: Voices for Civil Rights in America* unit address content from the Common Core State Standards (CCSS).

Unit 5: <i>A More Perfect Union: Voices for Civil Rights in America</i>		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
Reading Standards for Literature												
Key Ideas and Details												
STD RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.											
STD RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.											
STD RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.											
STD RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.											
STD RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.											
STD RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.											
STD RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.											
STD RL.8.8	(Not applicable to literature)											
STD RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.											

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
Range of Reading and Level of Text Complexity												
STD RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.											
Reading Standards for Informational Text												
STD RI.8.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓		✓				✓		✓		
STD RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.											
STD RI.8.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.						✓					
STD RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.							✓				
STD RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	✓			✓		✓				✓	✓

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	✓										
STD RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.											
Writing Standards												
Text Types and Purposes: Argument												
STD W.8.1	Write arguments to support claims with clear reasons and relevant evidence.					✓	✓	✓	✓	✓	✓	✓
STD W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.					✓	✓	✓		✓	✓	✓
STD W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.					✓	✓	✓	✓	✓	✓	✓
STD W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.					✓	✓	✓	✓	✓	✓	✓
STD W.8.1.d	Establish and maintain a formal style.					✓	✓	✓			✓	✓
STD W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.					✓	✓	✓		✓	✓	✓
Text Types and Purposes: Informative/Explanatory												
STD W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			✓	✓	✓	✓	✓	✓	✓	✓	✓
STD W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.							✓	✓	✓	✓	✓
STD W.8.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			✓	✓	✓	✓	✓	✓	✓	✓	✓
STD W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.							✓	✓			

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.											
STD W.8.2.e	Establish and maintain a formal style.											
STD W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.											
Text Types and Purposes: Narrative												
STD W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.											
STD W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.											
STD W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.											
STD W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.							✓	✓			
STD W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.											
STD W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.											
STD W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)					✓	✓	✓		✓	✓	✓
STD W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)					✓	✓	✓		✓	✓	✓

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.										✓	✓
Research to Build and Present Knowledge												
STD W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.						✓	✓	✓			
STD W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.								✓	✓		
STD W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.								✓			
STD W.8.9.a	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).											
STD W.8.9.b	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Range of Writing												
STD W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											
Speaking and Listening Standards												
Comprehension and Collaboration												
STD SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.1.d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.2	Analyze the purpose of information presente in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.											✓
STD SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.											✓
STD SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.											
STD SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Language Standards												
Conventions of Standard English												
STD L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.											
STD L.8.1.b	Form and use verbs in the active and passive voice.											
STD L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.											
STD L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.*											
STD L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.											
STD L.8.2.b	Use an ellipsis to indicate an omission.											
STD L.8.2.c	Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge of Language												
STD L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.3.a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).											
STD L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).					✓	✓					
STD L.8.4.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD L.8.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).											
STD L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓										
STD L.8.5.a	Interpret figures of speech (e.g. verbal irony, puns) in context.											
STD L.8.5.b	Use the relationship between particular words to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.8.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).											
STD L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

STD RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	✓	✓		✓		✓	✓	✓	✓	✓	✓
STD RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
STD RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	✓	✓	✓	✓	✓				✓	✓	✓
STD RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).											
STD RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	✓					✓		✓			

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.					✓	✓	✓	✓			
STD RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.				✓		✓		✓			
STD RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.											
Range of Reading and Level of Text Complexity												
STD RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.											
Reading Standards for Literacy in Science and Technical Subjects												
STD RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.											
STD RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.											
STD RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.											
STD RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .											
STD RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.											
STD RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.											
Integration of Knowledge and Ideas												
STD RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).											
STD RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.											

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.											
STD RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.											

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

STD WHST.6-8.1	Write arguments focused on discipline-specific content.											
STD WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.											
STD WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.											
STD WHST.6-8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.											
STD WHST.6-8.1.d	Establish and maintain a formal style.											
STD WHST.6-8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.											
STD WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.											
STD WHST.6-8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.											
STD WHST.6-8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.											
STD WHST.6-8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.											

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.											
STD WHST.6-8.2.e	Establish and maintain a formal style and objective tone.											
STD WHST.6-8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.											
STD WHST.6-8.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.											
Production and Distribution of Writing												
STD WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.											
STD WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.											
STD WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.											
Research to Build and Present Knowledge												
STD WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.											

Unit 5: A More Perfect Union: Voices for Civil Rights in America		Lessons										
		1	2	3	4	5	6	7	8	9	10	11
STD WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.											
STD WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.											
Range of Writing												
STD WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.											

Introduction

Unit 5: *A More Perfect Union: Voices for Civil Rights in America*

Welcome

This introduction includes the necessary background information to teach the unit, *A More Perfect Union: Voices for Civil Rights in America*. **For detailed information about the CKLA approach to instruction, including reading, writing, grammar, morphology, spelling, speaking and listening, differentiation of instruction, and resources available in Grade 8 CKLA, see the Introduction to CKLA on pages 10–20 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards–English Language Arts (CCSS–ELA): reading, writing, spelling, grammar, and morphology. When applicable, Grade 8 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). Lesson 12 contains a Unit Assessment that assesses all of the skills taught in this unit. **Unit 5 contains eleven daily lessons, each of which will require a total of ninety minutes, i.e., in schools in which forty-five minutes daily is allocated for English instruction, teachers will typically need to allocate two instructional days for each lesson.** The Unit Assessment at the end of the unit will require one forty-five-minute session.

This unit contains two Pausing Points that may be used for differentiated instruction and have been included on the Pacing Guide on pages 15–16. Following the completion of the *A More Perfect Union: Voices for Civil Rights in America* lessons, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than twenty-five instructional days total on this unit. Please refer to the Pacing Guide on pages 15–16 for guidance.

Why *A More Perfect Union: Voices for Civil Rights in America* Is Important

This unit focuses on examining various civil rights movements in the United States. In terms of literary skills, students will focus on evaluating claims and arguments, distinguishing fact from opinion, determining the central idea of a text, and analyzing how texts make connections among and distinctions between individuals, ideas, or events.

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 by people who spoke out and acted for civil rights in the United States. The different perspectives, ideas, and opinions represented in the Reader will allow students to explore the diverse viewpoints, objectives, and tactics of people who struggled to obtain their rights.

The struggles described in *A More Perfect Union: Voices for Civil Rights in America* remain relevant today. Women, Black people, and other groups continue to seek equality and justice. Though much progress has been made to create “a more perfect union,” more needs to be done. Students will have opportunities to think about and compare the struggles of the past with the work for social justice that is still to be done today and in the future.

Teaching and Discussing Sensitive Topics

A More Perfect Union: Voices for Civil Rights in America may lead to conversations regarding many potentially sensitive topics, such as racism, discrimination, violence, and denial of rights. These topics are often emotionally charged and may be challenging to teach to middle school students. **We strongly encourage you to consult the following additional resources in advance and during your teaching of this unit.**

Sharing Experiences in the Classroom

Some students in the classroom who come from varying backgrounds or claim varying identities may enjoy the opportunities this unit provides to relate and share their own experiences with the class, but others may not. Teachers are encouraged to use their own judgment and may wish to speak ahead of time with students and parents to discover how students feel about sharing their own experiences in class.

Important Note on the Language of Race: Changes Across Time

Many of the texts used in this unit were written in the 19th or early 20th centuries. In referring to racial identity, speakers and writers in these texts use terms that were accepted in their times but in many cases are no longer accepted today. In the primary sources used in this Reader, for the sake of historical accuracy, the terms used by writers and speakers to refer to race have not been changed. In the introductory texts that provide background information, the editors of the Reader have aimed to use terms to denote race and ethnicity that are generally accepted now.

Online Resources

Use this link to download the CKLA Online Resources for this unit, where the specific links to the websites described below can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Embrace Race This organization provides free resources, including video clips, blog posts, and “tip sheets” for talking with students about race, racism, and how to make changes. There are live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.

Facing History and Ourselves This organization provides several free resources, including teaching strategies, to support history education that helps students and educators to think and talk about historical injustices and the relationship between history and our lives.

Civil Rights Teaching This organization offers lesson materials and readings that promote various interpretations of the civil rights movement and frame it as the long-term efforts of many committed activists and other participants. These resources challenge ideas of civil rights as the product of a few gifted leaders and instead promote it as a movement made up by many people fighting for a common cause.

Learning for Justice The mission of Learning for Justice is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from kindergarten through high school.

Advance Preparation for Unit 5

To prepare to teach this unit, be sure to read the Introduction, The Language of Race, and the Three Important Amendments to the U.S. Constitution sections on pages 1–10 of the Reader. Also take advantage of the useful resources on the context of the civil rights movement. Use this link to download the CKLA Online Resources for this unit, where the specific links needed for Advance Preparation may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Pacing Guide

The following is an overview and pacing guide to teaching the lessons of this unit.

Lesson 1		Lesson 2		Lesson 3
Day 1	Day 2	Day 3	Day 4	Day 5
Core Connections 45 min Core Connections: Review Prior Knowledge	Reading 45 min Read-Aloud: “ <i>Plessy v. Ferguson</i> : Separate But Equal”	Reading 45 min Whole Group: “A. Philip Randolph and the Desegregation of the Armed Forces”	Reading 45 min Small Group: “The Internment of Japanese Americans: ‘You Feel You Were Betrayed’”	Reading 45 min Small Group: “Jackie Robinson Breaks Baseball’s Color Barrier”
Lesson 3		Lesson 4		Lesson 5
Day 6	Day 7	Day 8	Day 9	Day 10
Reading 45 min Partners: “ <i>Mendez v. Westminster</i> : A Ruling for Social Equality in Schooling”	Reading 45 min Close Reading: “ <i>Brown v. Board of Education</i> : No Place for ‘Separate But Equal’”	Reading 45 min Independent: “Rosa Parks Sits Down and a Community Rises Up”	Reading 45 min Independent: “Daisy Bates and the Little Rock Nine” and “Sit-Ins and the Power of Youth Protest”	Morphology 15 min Introduce Roots <i>aequus</i> , <i>dominus</i> , and <i>rego</i> Writing 30 min Write a Persuasive Essay: Plan
Lesson 6		Lesson 7		Lesson 8
Day 11	Day 12	Day 13	Day 14	Day 15
Reading 45 min Small Group: “Martin Luther King Jr.: Birmingham and the Power of Nonviolence” and “A Powerful Speech for Civil Rights, and a Tragic Loss for the Movement”	Morphology 15 min Practice Roots <i>aequus</i> , <i>dominus</i> , and <i>rego</i> Writing 30 min Write a Persuasive Essay: Plan	Reading 45 min Partners: “Fannie Lou Hamer and Freedom Summer” and “From the Civil Rights Act to Bloody Sunday in Selma”	Grammar 15 min Review Transitions Writing 30 min Write a Persuasive Essay: Plan	Reading 45 min Close Reading: “From Malcolm X to Black Power: By Any Means Necessary” and “Black Power”
Lesson 8		Lesson 9		Lesson 10
Day 16	Day 17	Day 18	Day 19	Day 20
Grammar 15 min Practice Making Clear Transitions Writing 30 min Write a Persuasive Essay: Research	Reading 45 min Independent: “Cesar Chavez and Dolores Huerta: Fighting for Farmworkers’ Rights”	Writing 45 min Write a Persuasive Essay: Draft	Reading 45 min Partners: “Feminism and the Equal Rights Amendment” and “John Lewis: The Power to Make a Difference”	Writing 45 min Write a Persuasive Essay: Spelling Check and Share, Evaluate, Revise

Lesson 11		Lesson 12
Day 21	Day 22	Day 23
Writing 45 min	Writing 45 min	Unit Assessment 35 min
Write a Persuasive Essay: Edit and Polish	Write a Persuasive Essay: Publish	Unit Feedback Survey 10 min

Pausing Points			
Day 24		Day 25	
Culminating Activity	45 min	Culminating Activity	45 min

Core Connections

The Core Connections section of Lesson 1 provides a broad overview of relevant background knowledge for *A More Perfect Union: Voices for Civil Rights in America*. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades have had exposure to this relevant background knowledge. For example, students who used the Grade 6 CKLA instructional materials may recall reading selections from *The Blessings of Liberty: Voices for Social Justice and Equal Rights in America*. For those students, the Core Connections lesson will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, the Core Connections lesson provides foundational background knowledge about topics addressed in this unit. The Core Connections lesson ensures that all students have adequate background knowledge for the unit.

During the Core Connections lesson for Unit 5 students will learn about the state of civil rights in the United States after World War II as well as key civil rights concepts, such as *equality*, *equity*, and *justice*.

Reading

A More Perfect Union: Voices for Civil Rights in America

Unit 5 Reading lessons include comprehensive instruction in reading comprehension and vocabulary. For detailed information about these components, including reading groupings and comprehension question types, see the Introduction to CKLA on pages 13–17 of the Unit 1 Teacher Guide.

This unit is one of eight CKLA Grade 8 units. It uses a Reader published by the Core Knowledge Foundation. It includes complex text and prepares students in Grade 8 for the increased vocabulary and syntax demands aligned texts will present in later grades. The book is based on the real-life experiences of American civil rights activists.

Writing

In this unit, students write and publish a persuasive essay.

For detailed information about the CKLA approach to Writing and the writing process, see pages 17–18 of Introduction to CKLA in the Unit 1 Teacher Guide.

Grammar

In this unit, students will work on grammar skills involving the use of clear transitions.

Students are expected to apply these grammar skills to oral activities, the unit writing project, and other writing throughout Grade 8.

Morphology

In this unit, students will study Greek and Latin roots *aequus*, *dominus*, and *rego*. Learning to recognize and decode the meaning of these roots will help students determine the meaning of unfamiliar words.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout Grade 8.

Speaking and Listening

This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities. **For detailed information about the CKLA approach to Speaking and Listening, see page 19 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Assessment

This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. **For an overview of assessment in CKLA, see pages 19–20 of Introduction to CKLA in the Unit 1 Teacher Guide.**

Activity Book

The Unit 5 Activity Book provides additional practice for students in reading comprehension, writing, grammar, and morphology, as well as student resources, enrichment pages, and opportunities for you to conduct formative assessments. Students will complete some activity pages in class as part of the lessons and other activity pages for homework. Homework is assigned regularly and takes various forms.

The Activity Book also includes Student Resources, which has a glossary of words in the Unit 5 reading selections and resources for the unit writing project.

For detailed information about resources in the Activity Book, see pages 12–13 of Introduction to CKLA in the Unit 1 Teacher Guide.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, information is included about the following:

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

- The Writing Process
- Write a Persuasive Essay Rubric
- Write a Persuasive Essay Peer Review Checklist
- Write a Persuasive Essay Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

Online Resources

This unit provides links to free Online Resources to support and enrich teaching. You will see references to these resources at point of use throughout the unit. Use this link to download the CKLA Online Resources for this unit, where the specific links for each lesson may be found:

<https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Recommended Resources

The following resources are available from Core Knowledge:

- CKLA Grade 6 *The Blessings of Liberty* (<https://www.coreknowledge.org/free-resource/ckla-unit-7-the-blessings-of-liberty-vol-1/>)
- CKLA Grade 7 *The Genius of the Harlem Renaissance* (<https://www.coreknowledge.org/free-resource/ckla-unit-6-the-genius-of-the-harlem-renaissance/>)
- CKHG Grades 7 and 8 *A History of the United States, Volume 2* (<https://www.coreknowledge.org/free-resource/ckhg-a-history-of-the-united-states/>)

Also note that there are suggestions throughout the unit for various films. Their use during the unit is not essential, but they may enhance student understanding and engagement.

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

- Boyce, Jo Ann Allen and Debbie Levy. *This Promise of Change: One Girl's Story in the Fight for School Equality*. Bloomsbury Children's Books, 2019. ISBN 978-1681198521
- Curtis, Christopher Paul. *The Watsons Go to Birmingham*. Yearling, 1997. ISBN 978-0440414124
- Gorman, Amanda. *Call Us What We Carry: Poems*. Viking Books, 2021. ISBN 978-0593465066
- Hudson, Wade and Cheryl Willis Hudson, eds. *Recognize!: An Anthology Honoring and Amplifying Black Life*. Crown Books for Young Readers, 2021. ISBN 978-0593381595
- Lewis, John. *Across That Bridge: A Vision for Change and the Future of America*. Legacy Lit, 2017. ISBN 978-0316510936
- Lyon, George Ella. *Voices of Justice: Poems about People Working for a Better World*. Henry Holt & Company, 2020. ISBN 978-1250263209

- Paschin, Elise and Dominique Raccach, eds. *Poetry Speaks Who I Am: Poems of Discovery, Inspiration, Independence, and Everything Else*. Sourcebooks Jabberwocky, 2010. ISBN 978-1402210747
- Rhuday-Perkovich, Olugbemisola. *A Step into History: The Civil Rights Movement*. Children's Press, 2018. ISBN 978-0531230107
- Shetterly, Margot Lee. *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*. William Morrow and Company, 2016. ISBN 978-0062363602
- Warren, Andrea. *Enemy Child: The Story of Norman Mineta, a Boy Imprisoned in a Japanese American Internment Camp During World War II*. Margaret Ferguson Books, 2021. ISBN 978-0823450022
- Weatherford, Doris. *Victory for the Vote: The Fight for Women's Suffrage and the Century that Followed*. Mango Media, 2020. ISBN 978-1642500530
- Wright, Simeon and Herbert Boyd. *Simeon's Story: An Eyewitness Account of the Kidnapping of Emmett Till*. Lawrence Hill Books, 2011. ISBN 978-1569768198

Related Resources for Culturally Responsive Teaching

The following organizations and resources have been identified to support culturally responsive, inclusive, and accurate teaching of the material in this unit. Use this link to download the CKLA Online Resources for this unit, where the specific links to the resources below may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Civil Rights Teaching This organization offers lesson materials and readings that promote various interpretations of the civil rights movement and frame it as the long-term efforts of many committed activists and other participants. These resources challenge ideas of civil rights as the product of a few gifted leaders and instead promote it as a movement made up by many people fighting for a common cause.

Embrace Race This organization provides free resources, including video clips, blog posts, and “tip sheets” for talking with students about race, racism, and how to make changes. There are live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.

Facing History and Ourselves This organization provides several free resources, including teaching strategies, to support history education that helps students and educators to think and talk about historical injustices and the relationship between history and our lives.

Learning for Justice The mission of Learning for Justice is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Its website provides free resources to educators, to help supplement curriculum, inform teaching practices, and create inclusive school communities where all students are valued. Below are some of the specific resources provided on the Learning for Justice website.

- ***Social Justice Standards*** provide a roadmap for antibias education.
- ***Let's Talk*** facilitates discussions about race, racism, and other difficult topics with students to provide strategies and facilitate difficult conversations about race and racism that you can also use to build competency when discussing other types of discrimination, such as gender bias, ableism, and religious or anti-LGBT persecution.
- ***Teaching the Movement*** provides resources for teaching about the civil rights movement in the United States.
- ***Critical Practices*** offers practical strategies for accomplishing academic and social-emotional goals side by side.
- ***Civil Rights Done Right*** is a set of resources and curriculum improvement strategies to support educators in cultivating a deeper understanding of civil rights history.

Additional resources may be found on the Indiana University South Bend website:

- ***Social Justice and Culturally Responsive Education Reading List*** presents a wide variety of texts aimed at helping teachers to develop their teaching methods and develop a wider perspective to assist in teaching issues related to race, class, and justice.

Lesson 1

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Core Connections	45 min	Review Prior Knowledge	<i>A More Perfect Union: Voices for Civil Rights in America</i> Preamble to the U.S. Constitution Text of the Thirteenth, Fourteenth, and Fifteenth Amendments to display in class
DAY 2: Reading	45 min	Read-Aloud: “ <i>Plessy v. Ferguson</i> : Separate But Equal”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Page 1.2
Take-Home Material	*	Core Connections Reading	Activity Page 1.1 Activity Pages 1.2, 1.3, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Connections

Understand the meaning of the term *civil rights* and related terms such as *equality* and *justice*.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)

Writing

Apply reading standards to non-fiction: assessing that reasoning is sound and evidence is relevant. (W.8.9.b)

Speaking and Listening

Follow rules of classroom discussion. (SL.8.1.b)

Ask questions during discussion, offer feedback, and absorb new information. (SL.8.1.c, SL.8.1.d)

Ask and answer questions about the text. (SL.8.1, SL.8.1.a, SL.8.2)

Demonstrate command of formal English when indicated or appropriate. (SL.8.6)

Language

Follow standard English rules for writing, speaking, and listening. (L.8.1, L.8.2, L.8.3)

Determine or clarify the meaning of unknown words through a range of strategies, including context, and the use of a glossary. (L.8.4, L.8.4.a, L.8.4.c)

Demonstrate understanding of figurative language and word relationships. (L.8.5, L.8.5.b)

Determine the meaning of domain-specific words. (L.8.6, L.8.5.b)

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, and morphology. They may appear in directions, assessments, activity pages, and discussion questions, among other places.

These words are underlined in lessons the first time they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **argument, n.** the part of a written essay or speech that states a position or opinion on a subject and then supports it with reason and evidence; also sometimes called a *claim*
2. **audience, n.** the reader(s) of a text
3. **caption, n.** text that describes an image in a text
4. **civil rights, n.** the rights of citizens to political and social freedom and equality
5. **claim, n.** an arguable stance or position on a topic
6. **dissenting opinion, n.** an opinion by a court filed by a judge who disagrees with the majority opinion on a case
7. **event, n.** an important occurrence
8. **fact, n.** something that is true or has been proven correct; something that is documentable or measurable and cannot be changed
9. **illustration, n.** a picture that accompanies a text
10. **majority opinion, n.** an opinion by a court that is joined by more than half the judges deciding the case
11. **opinion, n.** (1) a view or judgment formed in someone's mind; (2) the formal expression by a court of the legal reasons and principles upon which a legal decision is based
12. **point of view, n.** a particular attitude or way of considering a matter; also called *viewpoint*
13. **primary source, n.** original, firsthand information such as speeches, letters, photos, diaries, and interviews recorded or written by the person who experienced the events to which the source refers
14. **quotation, n.** the repetition of a sentence, phrase, or passage from speech or text that someone has said or written
15. **reasoning, n.** the thinking or logic that supports a claim or argument
16. **secondary source, n.** information that was created later by someone who did not experience firsthand the events to which the source refers

Spanish Cognates for Academic Vocabulary in <i>A More Perfect Union: Voices for Civil Rights in America</i>	
<i>argumento</i>	<i>ilustración</i>
<i>audiencia</i>	<i>opinión</i>
<i>evento</i>	<i>razonamiento</i>

ADVANCE PREPARATION

Core Connections

- Obtain a copy of the Preamble to the U.S. Constitution, and have it available to read and/or display to students. Additionally, create copies of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution to display in class throughout the unit. Links to versions of these documents can be found in the Online Resources for this unit at: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>
- Be mindful that individuals across the United States and likely within the classroom have different and often strongly held opinions and points of view regarding the topics addressed in this unit.
- Throughout this unit, make sure to review specific examples of appropriate and inappropriate responses/comments by students during classroom conversations. For example:
 - Inappropriate: “That’s the stupidest thing I’ve ever heard!” or “You’re so dumb!”
 - Appropriate: “I respect that this is your point of view, but I disagree.”
- You may find it useful to periodically reinforce the difference between facts and opinions.

Reading

- Write the purpose for reading on the board/chart paper: *Compare the majority opinion to the dissenting opinion in Plessy v. Ferguson.*

DAY 1

CORE CONNECTIONS

45 minutes

Introduce Civil Rights Concepts

20 minutes

- Tell students they will be reading *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 students to explore the diverse viewpoints, objectives, and tactics of people who struggled to obtain their rights.
- Ask students to think about the idea of “American values,” and call on volunteers to give examples. (Students may express such ideas as freedom, self-reliance, liberty, equality, justice, and so forth.) Focus particularly on the concepts of equity, equality, and justice. Call on student volunteers to define these concepts.
- Emphasize to students that the concepts of equity, equality, and justice vary across time and place (in the past, in the present, across regions, and between urban and rural areas). What was considered fair and just a century ago may not seem so today. Consider current events such as the murder of George Floyd and subsequent protests, the Black Lives Matter movement, and the LGBTQ+ movement. People participating in these events likely have diverse views on equality and justice.

- Present information to students about the state of civil rights in the United States after World War II. Though civil rights groups existed before the war (the NAACP was founded in 1909, for example, and the suffragist movement had gained women the right to vote by 1919), an argument can be made that the modern civil rights movement in the United States gained significant momentum in the postwar years. During the war, Black people fought in a segregated military while being exposed to propaganda emphasizing liberty, justice, and equality. After fighting in the name of freedom, many Black veterans returned to the United States determined to achieve full citizenship. Other groups soon followed suit.
- Use this link to download the CKLA Online Resources for this unit, where additional information and links relevant to Civil Rights concepts may be found:
<https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Note to Teacher: The Online Resources provided to support this unit’s instruction are extensive. You may wish to preview the Online Resources before teaching each lesson, choosing only those resources you find most useful or impactful when teaching the unit’s content.

Turn and Talk Have student pairs discuss the meaning of the term *civil rights*. Ask students to consider where civil rights come from and what they can do if they believe their civil rights are being violated. As time permits, ask students to share their observations with the class.

Introduce the Reader

20 minutes

- Ensure that each student has a copy of the Reader *A More Perfect Union: Voices for Civil Rights in America*.
- Read the title with students. Give students a moment to examine the front and back cover of the book. Point out to students that the phrase “a more perfect union” is taken from the Preamble to the U.S. Constitution. Read or display the Preamble to students, then ask selected students to speculate what the phrase “a more perfect union” in the title tells them about the selections they are about to read. (*Possible answer: The selections will discuss ways in which the United States attempted to expand civil rights to all people, not just a few, making the country better or “more perfect” than it was previously.*)
- Read aloud to the class the editor’s introduction on pages 1–3. Then reinforce to students that civil rights struggles involved many different people with different identities and backgrounds. Introduce students to the text’s distinctive features, which include illustrations and images, quotations, and definitions of terms.
- Read aloud to the class the section “Three Important Amendments to the U.S. Constitution” on pages 7–10 of the Reader, and display the text of the amendments to the class. Explain that these amendments were an attempt to end slavery and extend full citizenship and voting rights to Black people in the years following the Civil War—a period known as Reconstruction.
- During Reconstruction, many Black people voted and held elected office. However, after Reconstruction ended in 1877, many states—particularly in the South—passed laws that restricted Black people’s voting rights.
- As you read the amendments, pose questions to the class to confirm students’ understanding. Ask: What are the key provisions of the Reconstruction Amendments? (*The amendments outlawed slavery, granted citizenship to formerly enslaved persons,*

promised equal protection under the law to all citizens, and made it illegal to deny or limit voting based on race or ethnicity or because the person was once enslaved.) Why were these amendments important to Black people after the Civil War? (*Possible answer: They formally established legal protections for their civil rights.*) Did these amendments truly result in full civil rights for Black people? (*No, because after Reconstruction ended, many states enacted laws that limited Black people’s voting rights.*)

- Consider displaying the Reconstruction Amendments in the classroom throughout the unit. Prompt students to refer to the amendments and think about how they are relevant to the issues discussed in the selections.
- Close by telling students that, at the end of most lessons, they will write a response to a writing prompt.

Wrap Up

5 minutes

- **Think-Pair-Share** Have students think about what they learned about the history of civil rights in the United States. Ask students to turn to a partner and share their thoughts. As students share what they learned, record the information on the board. Accept reasonable answers. Answers could include:
 - o Civil rights have changed over time.
 - o There is still much progress to be made.
- Tell students they will read the selection “*Plessy v. Ferguson: Separate But Equal*” and think more about how the concept of civil rights in the United States has evolved.

DAY 2

READING

45 minutes

Read-Aloud: “*Plessy v. Ferguson: Separate But Equal*” [pages 11–26]

Introduce the Selection

10 minutes

- Tell students you will read aloud the selection “*Plessy v. Ferguson: Separate But Equal*.” They should follow along in their Reader as you read.
- Have students turn to page 11 in *A More Perfect Union*.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *stereotypes*.
- Have students find the word on page 11 of the Reader.

Note to Teacher: Point out to students that some words are defined in the text. These words are underlined in the narrative and defined in footnotes at the bottom of the page on which they are located.

- Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
 - Have students reference Activity Page 1.2 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.
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**)

Vocabulary Chart for “ <i>Plessy v. Ferguson: Separate But Equal</i> ”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	abridge immunities	stereotypes setback bluntly enforce asserts undercut
Spanish Cognates for Core Vocabulary	<i>inmunidades</i>	
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	second glance	

- Also point out that Activity Page 1.2 includes a pronunciation guide for a word that may be difficult to pronounce. Demonstrate how to pronounce this word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Compare the majority opinion to the dissenting opinion in *Plessy v. Ferguson*.

Read the Selection

25 minutes

Read the selection aloud as students follow along in their Readers. Then, read and discuss the corresponding guided reading supports, rereading text as necessary to support the discussion. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either **SUPPORT** or **CHALLENGE**. These questions and activities are not intended to be used in all situations. The items labeled **SUPPORT** provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled **CHALLENGE** should be used with classes that would benefit from additional enrichment opportunities.

Note to Teacher: Because this text is quite long and detailed, it may be difficult to get through it in a single reading session. Consider chunking the text or omitting less relevant sections. Note that the Reader features a paraphrased version of both judicial opinions.

[pages 11–13]

Literal What were “Jim Crow” laws? What were some ways these laws impacted the lives of Black people?

- o Jim Crow laws were laws designed to keep the races separate. Because of these laws, Black children were unable to attend the same schools, use the same drinking fountains, or use the same bathrooms as white children.

Inferential Was the Separate Car Act a Jim Crow law? Explain.

- o Yes, the Separate Car Act was a Jim Crow law. It was designed to keep white and Black railroad passengers separate.

SUPPORT: The *Plessy* case was carefully planned by both the Citizens’ Committee to Test the Constitutionality of the Separate Car Act, a group of Black people who raised \$3000 to challenge the law, and the East Louisiana Railroad Company, which opposed the law mainly for financial reasons. *Plessy*’s case was argued by a white lawyer, Albion Tourgee, who advocated for Black rights. Use this link to download the CKLA Online Resources for this unit, where links to information on the *Plessy* case and Jim Crow laws can be found:

<https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Note to Teacher: Make sure students understand that the use of the term *colored* to refer to Black people is considered offensive today.

Inferential What did the Thirteenth Amendment do? Why do you think *Plessy*’s lawyers cited this amendment in their argument that the Separate Car Act was unconstitutional?

- o Possible answer: The Thirteenth Amendment banned slavery. Plessy’s lawyers might have cited this amendment because, even though Plessy was technically not an enslaved person, separate accommodations may enforce a type of social inferiority that for Black people amounts to a kind of bondage or “slavery.”

Inferential How do you think the Separate Car Act violated the Fourteenth Amendment?

- o Possible answer: The amendment requires equal protection of the laws; separating people in public places on the basis of race likely guarantees unequal treatment.

[pages 13–18]

Literal What was the majority opinion of the U.S. Supreme Court on the *Plessy v. Ferguson* case?

- o The majority ruled that the Separate Car Act was constitutional and did not violate the Thirteenth or Fourteenth amendments.

Inferential What was the majority opinion regarding the argument that the Separate Car Act violated the Thirteenth Amendment? Why do you think the court ruled in this way?

- o The majority ruled that the Separate Car Act obviously did not violate the Thirteenth Amendment. The amendment abolished slavery, and because the law did not force literal slavery upon Homer Plessy, the justices completely dismissed the argument. The majority interpreted the term *slavery* literally.

Inferential Which two types of equality does the majority discuss in its opinion? What kinds of distinctions does the court make between them?

- o The court makes a distinction between political equality and social equality. The court held that Fourteenth Amendment protections applied only to political rights (such as voting or testifying in court) and not social rights (such as sitting in the railroad car of one’s choice).

Inferential The majority opinion states that legislatures have the right to “make people comfortable and keep things peaceful and orderly.” Who are the people to whom the court is referring here? Explain.

- o The court here is referring to white people. Segregation does not make minorities comfortable, only the majority.

Evaluative What role did local customs and traditions play in the majority’s opinion? Do you think law should be based on local customs and traditions?

- o The ruling is based almost entirely on the local custom/tradition of the white majority treating Black people as second-class citizens. Law should be based on the Constitution and on concepts such as equality and justice.

Inferential Does the majority opinion openly state that whites are superior to Blacks? How does the court seem to imply that it is Plessy—and minorities in general—who consider themselves inferior to whites, rather than whites considering themselves superior to minorities?

- o The court does not explicitly state that one race is superior to another. However, the court implies that Plessy—and other minorities—simply *think* that such laws make them inferior (they “choose to put that construction upon it.”)

Evaluative How does the majority suggest that social inequality might be lessened? Do you see any flaws or contradictions in this reasoning and the ruling in the *Plessy* case?

- o The court says that only by “freely” associating with one another will races become more socially equal. However, if society places barriers that make it difficult for such associations to occur, social inequalities will remain.

[pages 18–26]

Inferential How does Justice Harlan’s dissenting opinion regarding the Thirteenth Amendment differ from the majority opinion? In what way are Jim Crow laws “badges of slavery or servitude”?

- o Justice Harlan believes that the Thirteenth Amendment not only banned the practice of slavery but also prohibits laws that make people *feel like* they are enslaved. Such laws themselves are symbols or badges of inequality.

Inferential Does Justice Harlan accept the majority viewpoint that there are two different types of equality? How do you know?

- o Justice Harlan makes no distinction between political and social equality. He seems to believe that the Fourteenth Amendment guarantees equal treatment under the law, which cannot occur if a law allows one race to be treated differently than another. Unlike the majority, Harlan does believe one purpose of the Fourteenth Amendment was to wipe out differences based on color.

Inferential Does Justice Harlan believe the Separate Car Act was passed to preserve “social order”? Explain your answer. Which examples does he give to strengthen his argument against the Separate Car Act?

- o Justice Harlan does not believe this. He clearly states that the law was passed to prevent Black people from entering “white” railroad cars, not the other way around. The law was passed for white people, not for all citizens. He strengthens his argument against the Separate Car Act by providing several examples of similar laws that would likely be found outrageous (e.g., separate cars for people of different religions) but that are based on the same premise as Jim Crow laws.

Inferential Why does Justice Harlan fear that the court’s ruling in *Plessy v. Ferguson* may turn out to be as damaging as the court’s earlier decision in the Dred Scott case? Were his fears justified? Explain.

- o Possible answer: The Dred Scott case inflamed passions regarding slavery that eventually led to the Civil War. In the same way, Harlan fears that the court’s ruling in the Plessy case will unleash prejudice and animosity between white and Black people for decades. It will lead to “separate but equal” conditions that relegate minorities to second-class citizenship. It will create hatred and lasting distrust between the races. It does appear that Harlan’s fears were justified.

Turn and Talk Have student pairs discuss whether or not they believe that segregation and equality are compatible. As time permits, ask students to share their observations with the class.

Remind students of the purpose for reading:

Compare the majority opinion to the dissenting opinion in *Plessy v. Ferguson*.

If necessary, briefly summarize for students the key points of both the majority opinion and the dissenting opinion in *Plessy v. Ferguson*. Then use the following question to lead a discussion: *Why do you think the majority opinion was successful in the Plessy v. Ferguson case?*

- Partner students to discuss the question.
- After partners share ideas, have each pair join another pair to form a group of four. Have pairs share their ideas.
- Have each group of four join another group to form a group of eight. Have those groups share their ideas with each other. Repeat until the whole class forms one discussion group.
- Call on several students to share how their thinking changed over the course of the discussion. Have students cite specific passages in the text that inform their opinions.

Take-Home Material

Core Connections

- Distribute copies of Letter to Family on Activity Page 1.1 for students to share with their families.

Reading

- Have students take home the glossary on Activity Page SR.1 for use as a reference at home during this unit.
- Ask students to complete the writing prompt activity on Activity Page 1.3 for homework.

Lesson 2

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: "A. Philip Randolph and the Desegregation of the Armed Forces"	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 1.3 (for review), 2.1, 2.2
DAY 2: Reading	45 min	Small Group: "The Internment of Japanese Americans: 'You Feel You Were Betrayed'"	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 2.3 (for review), 2.4, 2.5
Take-Home Material	*	Reading	Activity Pages 2.3, 2.4, 2.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

Writing

Apply reading standards to non-fiction: assessing that reasoning is sound and evidence is relevant. (W.8.9.b)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Language

Follow standard English rules for writing, speaking, and listening. (L.8.1, L.8.2, L.8.3)

Determine or clarify the meaning of unknown words through a range of strategies, including context, and the use of a glossary. (L. 8.4, L.8.4.a, L.8.4.c)

Demonstrate understanding of figurative language and word relationships. (L.8.5, L.8.5.b)

Determine the meaning of domain specific words. (L.8.6)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework writing assignment on Activity Page 1.3.
- Write the purpose for reading on the board/chart paper: *Determine and describe the central idea of A. Philip Randolph's testimony.*

DAY 1

READING

45 minutes

Whole Group: “A. Philip Randolph and the Desegregation of the Armed Forces”
[pages 27–35]

Review

5 minutes

- Review the previous lesson's homework. Lead a brief classroom discussion about the writing prompt. **Ask:** How do you think the *Plessy v. Ferguson* case and the doctrine of “separate but equal” compares to the idea of building a “more perfect union”? (*Accept reasonable answers. Most students should recognize that the ruling in the Plessy case and the accompanying decades of “separate but equal” facilities go entirely against the freedom and equality that the Constitution says all citizens have. Many may cite Justice Harlan's comments on this issue and his prediction that the Plessy case would poison race relations in the United States for decades to come.*)

Introduce the Selection

5 minutes

- Tell students they will read the selection “A. Philip Randolph and the Desegregation of the Armed Forces” as a group.
- Have students turn to page 27 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.
 - Begin by telling students that the first vocabulary word they will encounter in the selection is *desegregation*.
 - Have students find the word on page 27 of the Reader.
 - Have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.
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**)

Vocabulary Chart for “A. Philip Randolph and the Desegregation of the Armed Forces”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	desegregation	exceptions coordinated resent frank bitter spontaneously
Spanish Cognates for Core Vocabulary		<i>excepción</i> <i>coordinar</i> <i>franco</i> <i>espontáneo</i>

Vocabulary Chart for “A. Philip Randolph and the Desegregation of the Armed Forces”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Multiple-Meaning Core Vocabulary Words		exceptions coordinated bitter
Sayings and Phrases	get a feel	

- Also point out that Activity Page 2.1 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Determine and describe the central idea of A. Philip Randolph’s testimony.
--

Read the Selection

25 minutes

Have individual students take turns reading the selection aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students’ attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Note to Teacher: In the interest of time, you may have students read portions of the text silently and then discuss the questions.

[page 27]

[Have students read the first three paragraphs on page 27.]

Literal Who was A. Phillip Randolph?

- o Randolph was a labor leader and well-known advocate for civil rights and economic opportunity for Black people.

Literal What angered Randolph as World War II began?

- o He was angered because Black people were not allowed to work in good-paying jobs in the defense industry.

SUPPORT: Over 1.5 million Black people served in the United States military during World War II. Most served in segregated units separate from white soldiers. Black officers only had authority over Black soldiers. Often, white officers from the South were assigned to command Black soldiers. Nevertheless, Black military personnel—such as the Red Ball Express, the Tuskegee Airmen, the 761st Tank Battalion, and the 332nd Fighter Group—served with distinction. Use this link to download the CKLA Online Resources for this unit, where links to Black military service during World War II can be found:

<https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

[pages 27–28]

[Have students read from the bottom of page 27 through the first two full paragraphs on page 28.]

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

- o Randolph called for the march to protest discrimination in the defense industries. Roosevelt wanted him to call off the march because he feared it would create civil unrest and perhaps slow down work in the defense factories.

Inferential Were Randolph’s tactics successful? Explain.

- o Randolph’s threat of a march on Washington was successful. Roosevelt desegregated the defense industries in order to stop the march from occurring.

[pages 28–29]

[Have students read the last paragraph on page 28 and the first full paragraph on page 29.]

Literal Did Executive Order 8802 desegregate the military? Explain.

- o No. This executive order prohibited discrimination in the defense industry. Even after the order was signed, the U.S. armed forces were still almost entirely segregated.

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

- o He was referring to Black soldiers serving in the U.S. military. He says that in some parts of the South, Black soldiers are met with violence by white civilians and soldiers.

Note to Teacher: If necessary, remind students that the term *Negro* in reference to Black people is considered offensive today.

Inferential 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*?

- o He is referring to so-called Jim Crow laws that legalized discrimination and segregation. A definition of the verb *to be Jim Crowed* might be to have one’s liberty restricted.

Note to Teacher: If necessary, remind students that they learned about Jim Crow laws in Lesson 1.

Inferential What is Randolph’s basic argument?

- o Randolph’s argument is that it is unfair for Black men to fight in the armed forces to defend democracy when they do not enjoy freedom and equality at home.

Inferential 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*?

- o Randolph’s argument is similar to Harlan’s in that they argue that continued discrimination and segregation of Black people are symbols or “badges” of slavery and mark them as being much like enslaved persons.

Note to Teacher: Ask students to look for other instances where Randolph mentions slavery as they read the selection.

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

- o They met with Truman to urge him to end segregation in the military. The meeting was not successful.

[pages 29–30]

[Have students read the rest of the Background Knowledge section.]

Literal What would Truman’s “universal military training” proposal have done? How did Randolph respond to this proposal?

- o The proposal would have required all American men between eighteen and twenty-two to spend one year in military training. Randolph responded that he would urge young men to refuse to serve in such training—or to sign up for the draft—as long as the military remained segregated.

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about the universal military training program. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

Inferential How was Randolph’s proposal similar to the actions taken by Homer Plessy?

- o They both proposed to break the law nonviolently in order to protest an unjust law.

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

- o He thought if the federal government allowed segregation, states and private businesses would try to justify it as well.

[page 30]

[Have students read the italicized text on page 30.]

Literal Who was Mohandas Gandhi?

- o Gandhi was a religious and civil rights leader in India who used civil disobedience to help India gain its independence from Great Britain.

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

- o Possible answer: Civil disobedience is nonviolent resistance to unjust laws. It is the refusal to obey an unjust law in order to uphold a higher moral law.

[page 31]

[Have students read page 31.]

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

- o He compares segregation to Jim Crow and British imperialism and contrasts it to democracy. He does so to sharply emphasize the injustice of segregation.

Inferential Why does Randolph mention Gandhi in his argument? What is the “higher law” to which Randolph refers?

- o He mentions Gandhi because many Americans—including members of Congress—admired Gandhi and supported his protests. The implication is that anyone who supported Gandhi’s arguments should also support Randolph’s arguments. The higher moral law is desegregation, justice, and equality.

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

- o Answers will vary. Randolph does often specifically mention “military segregation,” but he also seems to be condemning the practice of segregation as a whole, as when he says that “racism spells our doom.”

[pages 32–33]

[Have students read the rest of Randolph’s testimony.]

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

- o Possible answer: He wants all Americans to recognize that segregation is unjust. He believes this issue impacts everyone, not just minorities.

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

- o Possible answer: Not only does the song refer to slavery, which Randolph equates with segregation, but quoting a religious song gives his argument additional moral weight.

SUPPORT: A *spiritual* is a religious song, especially one associated with Black Christians. The song Randolph references in his argument is called “Oh Freedom!” The lyrics state, in part: “Oh, freedom! / Oh, freedom! / Oh, freedom over me! / And before I’d be a slave / I’ll be buried in my grave / And go home to my Lord and be free.” Play a three and a half minute recording of “Oh Freedom.” If time permits at the end of this lesson or at some other time during this unit, play the two and a half hour YouTube video movie “Freedom Song.” Click this link to find links to both of these resources in the Online Resource Guide for this Unit:

<https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

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

- o Answers will vary, but students should generally understand that by eliminating inequality and injustice, American society grows ever closer to its professed values and a “more perfect union.”

[pages 34–35]

[Have students read pages 34 and 35.]

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

- o The order says that the military is being desegregated to maintain the highest standards of democracy and to promote equality of treatment and opportunity for all soldiers.

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

- o The order called for the creation of an advisory committee to examine which rules and practices needed to be changed to carry out the desegregation of the military. As the introduction says, desegregation did not “happen overnight.” The committee needed time to determine how best to carry out the order.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Determine and describe the central idea of A. Philip Randolph’s testimony.

Arrange students in groups of four, and assign each group member a number from one to four. All group members must be prepared to speak for the group. Then pose the following question to the groups: *What were the central ideas of A. Philip Randolph’s testimony before the Senate Armed Services Committee?*

- Have groups agree on an answer to the question.
- After several minutes, call a number from one to four at random.
- Have students with that assigned number move to the front of the class to share their group’s answer and explain how they arrived at their answer.
- Call on several students to share how the activity shaped their thinking about Randolph’s testimony.

Take-Home Material

Reading

- Ask students to complete the writing prompt activity on Activity Page 2.3 for homework.

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework writing assignment on Activity Page 2.3.
- Write the purpose for reading on the board/chart paper: *Examine how the author uses descriptions of the Manzanar camp to support their argument.*

DAY 2

READING

45 minutes

Small Group: “The Internment of Japanese Americans: ‘You Feel You Were Betrayed’”
[pages 36–44]

- Review the previous lesson's homework. Lead a brief classroom discussion about the writing prompt. **Ask:** Did President Truman's executive order desegregating the armed forces represent a victory for A. Philp Randolph's argument? (*Accept reasonable answers. Students may answer that the desegregation of the armed forces is what Randolph wanted, and so Truman's executive order was a victory. Some students may suggest that Randolph had a larger goal than simply the desegregation of the armed forces—Randolph wanted a dismantling of Jim Crow laws throughout America and hoped for “the moral and spiritual progress and safety of our country, world peace, and freedom.” In that regard, the desegregation of the armed forces was a step toward Randolph's vision but not a total victory.*)

Introduce the Selection

5 minutes

- Tell students they will read the selection “The Internment of Japanese Americans: ‘You Feel You Were Betrayed’” in small groups.
- You may wish to consult or revisit CKLA Grade 7, Unit 8 (*Code Talker*), which describes the Pacific Theater and World War II and also touches on issues of identity and discrimination in this period.
- Have students turn to page 36 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.
 - Begin by telling students that the first vocabulary word they will encounter in the selection is *betray*.
 - Have students find the word on page 36 of the Reader.
 - Have students reference Activity Page 2.4 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the selection.
- betray, v.** to treat disloyally or have one's trust broken (**betrayed**) (36)
 - infamy, n.** the state of being well known for being wicked (36)
 - exclude, v.** to deny access to something (**excluded**) (37)
 - haste, n.** excessive speed or urgency; hurry (39)
 - harass, v.** to attack or bother constantly (**harassed**) (41)
 - relieve, v.** to soothe or ease (**relieved**) (42)
 - mess hall, n.** a dining area where military personnel eat as a group (42)
 - barren, adj.** bleak; lifeless; desolate (43)

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	mess hall	infamy haste harassed relieved barren betrayed
Spanish Cognates for Core Vocabulary		<i>infamia</i>
Multiple-Meaning Core Vocabulary Words		relieved barren betrayed
Sayings and Phrases	make it right	

- Also point out that Activity Page 2.4 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Examine how the author uses descriptions of Manzanar camp to support their argument.

Establish Small Groups

Before reading the selection, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 2.5 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 2.5. Make arrangements to check that students in Small

Group 2 have answered the questions on Activity Page 2.5 correctly. You may choose to do one of the following to address this:

- o Collect the pages and correct them individually.
- o Provide an answer key for students to check their own or a partner's work after they have completed the activity page.
- o Confer with students individually or as a group at a later time.

Read the Selection

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

Note to Teacher: In the interest of time, you may have students read portions of the selection silently and then discuss the questions.

[page 36]

[Have students read page 36.]

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

- o On December 7, 1941, Japan launched a surprise attack on Pearl Harbor, a U.S. Navy base in Hawaii. Many U.S. ships were damaged or destroyed, and more than two thousand Americans were killed. Americans were shocked and angered by the attack, which drew the United States into World War II.

[pages 37–38]

[Have students read from the beginning of page 37 through the short paragraph at the top of page 38.]

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

- o Even before the attack, Japanese Americans—as well as other Asian Americans—faced prejudice and discrimination. After Pearl Harbor, many white Americans turned their anger toward Japanese Americans and said they could not be trusted. Some government officials believed they were Japanese spies.

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

- o Japanese Americans bore the brunt of anger because the nation of Japan had carried out the attack, and white Americans held Japanese Americans responsible in some way for the attack simply because of their ethnicity.

Literal What did Executive Order 9066 do?

- o The order resulted in the forced imprisonment of almost 120,000 Japanese Americans. Not only were these people sent to prison, but they lost many of their possessions because they could bring to the prison camps only what they could carry with them.

SUPPORT: During World War II, more than thirty thousand Japanese Americans served in the U.S. military. These soldiers—who, like Black soldiers, served in segregated units—fought with great distinction. The 100th/442nd Infantry Regiment was the most decorated unit in U.S. military history. Use this link to download the CKLA Online Resources for this unit, where links to the contribution of Japanese American soldiers during World War II can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>
[pages 38–39]

[Have students read the rest of the Background Knowledge section.]

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

- o Today most Americans recognize that the internment of Japanese Americans during the war was wrong. The government denied rights to its own citizens even as it was fighting for human rights during the war.

SUPPORT: During World War II, the U.S. government detained over ten thousand ethnic Germans, most of them German nationals. Similarly, a small number of Italian nationals and Italian Americans were interned during the war. However, these numbers pale in comparison to the tens of thousands of Japanese Americans who were sent to prison camps after the Pearl Harbor attack. Use this link to download the CKLA Online Resources for this unit, where links to information about Germans and Italians being interned during World War II can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Think-Pair-Share: Have students stop and think about why German Americans and Italian Americans were not sent to internment camps during World War II in the same numbers as Japanese Americans. After they have time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share their thinking and what they discussed with their partner.

Inferential Note the text in italics on pages 38–39. What does this text feature indicate?

- o The italics indicate that this text is a direct quotation from the report issued by the Commission on Wartime Relocation and Internment of Civilians.

Literal Why did Congress pass the Civil Liberties Act in 1988?

- o Congress passed the act to pay reparations to people who had been imprisoned in the camps during the war. The act also apologized for the internment of Japanese Americans.

[page 40]

[Have students read page 40.]

Literal Who is John Tateishi?

- o John Tateishi is a Japanese American who was sent to an internment camp during World War II when he was three years old. As an adult, he was a civil rights activist fighting for the U.S. government to apologize and pay reparations to those who were imprisoned in the camps.

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

- o Possible answer: He wanted more people to understand what had happened and what the conditions were like in the camps and to make sure such a violation of rights never happens again.

[pages 41–42]

[Have students read from the beginning of page 41 to the beginning of the last paragraph on page 42]

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

- o The interview is a primary source because Yuri Tateishi is describing what she saw and experienced herself.

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

- o People were silently hostile toward the family, staring at them in an angry way. We know this because the family felt uncomfortable, even though no one actually said anything to them.

Inferential 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?

- o She is emphasizing the newness of their belongings to show how much they lost when they were forced out of their home. They could not take their nice belongings with them and had to sell them for very little money. This makes the story of their internment even more tragic.

Inferential Why did the nurse take the baby from Yuri? How did this make her feel? What effect does this detail have on the story?

- o The nurse took the baby from Yuri because he was sick with measles and the nurse did not want the disease to spread. This greatly upset Yuri and caused her to cry. The detail makes the family's loss seem even greater—for a time, Yuri could not even be with her sick child.

Note to Teacher: If necessary, explain to students that measles is a highly contagious disease. In the 1940s, up to five hundred people died of measles each year, and tens of thousands were hospitalized.

[pages 42–44]

[Have students read the rest of the selection. Also have students examine the photo on page 44 and read the caption.]

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

- o Everyone was given a number upon their arrival to the camp. Then they were given a meal of "canned wieners and canned spinach." The housing was not well made, and people slept on hay mattresses. Giving people numbers is dehumanizing, and the food sounds very unappealing. The housing conditions sound extremely uncomfortable.

These details emphasize how awful the camps were—and also emphasize how much the family had lost.

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

- o Examples include *dark*, *makeshift*, *depressing*, *primitive*, and *cold*. All of these words add to the barren image of the camp.

Inferential How would you describe Yuri Tateishi’s attitude toward being sent to the camp?

- o Possible answer: She seems sad and resigned. She says she does not feel bitter because she really had no choice but to comply with the order to relocate to the camp. She felt helpless, saying that no one could “do anything against the government.”

Inferential Who do you think betrayed Yuri Tateishi and other Japanese Americans?

- o Possible answer: The U.S. government as well as white citizens and the white friends and neighbors of Japanese Americans betrayed them.

CHALLENGE Have students examine the photo on page 44 and read the caption. Does the photo seem to match Yuri Tateishi’s description of the Manzanar camp?

- o Students may notice the barbed wire in the photo, which was also mentioned in Yuri Tateishi’s interview. The caption says the people in the photo were living in converted horse stables, which sounds as bad as the descriptions in the interview. The camp also looks to be very overcrowded, which would have made life difficult there.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Examine and describe how the author uses descriptions of Manzanar camp to support their argument.

Bring students back together, and use the following questions to discuss the selection. For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the selection and/or refer to specific images or graphics. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

1. **Inferential** How did Yuri Tateishi’s descriptions of Manzanar help you understand what she was feeling when she entered the camp? Did her descriptions impact your opinion about the camps?
 - o Students may cite the drab, barren condition of the camp and/or the sense of dislocation the family felt upon moving there. Many students may feel even more indignant about the camps after reading Yuri Tateishi’s descriptions of Manzanar.

2. **Inferential** Identify some details and images in Yuri Tateishi's narrative that made the greatest impression on you. Why did these details and images especially stand out?
 - o Students' examples will vary. Accept any details and images that accurately describe the harsh conditions of the camps.
3. **Evaluative** Recall that John Tateishi's father urged his son to never forget their time in Manzanar and to "make it right." Do you think John's interview with his mother helped accomplish this goal? Explain.
 - o Students' answers will vary. Accept all reasonable answers.

Take-Home Material

Reading

- If students did not complete Activity Page 2.5 during the Reading lesson, have them complete it for homework.
- Ask students to complete the writing prompt activity on Activity Page 2.6 for homework.

Lesson 3

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Small Group: “Jackie Robinson Breaks Baseball’s Color Barrier”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 2.6 (for review), 3.1, 3.2
DAY 2: Reading	45 min	Partners: “Mendez v. Westminster: A Ruling for Social Equality in Schooling”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 3.3 (for review), 3.4, 3.5
Take-Home Material	*	Reading	Activity Pages 3.3, 3.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Writing

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Apply reading standards to non-fiction: assessing that reasoning is sound and evidence is relevant. (W.8.9.b)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.1.a-d, SL.8.2)

Demonstrate command of formal English when indicated or appropriate. (SL.8.6)

Language

Follow standard English rules for writing, speaking, and listening. (L.8.1, L.8.2, L.8.3)

Spell correctly. (L.8.2.c)

Determine or clarify the meaning of unknown words through a range of strategies, including context, word relationships, and the use of a glossary. (L.8.4, L.8.4.a, L.8.4.b, L.8.4.c, L.8.5.b)

Determine the meaning of domain specific words. (L.8.6)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework writing assignment on Activity Page 2.6.
- Write the purpose for reading on the board/chart paper: *Examine and describe how Jackie Robinson affected national attitudes toward Black people.*

DAY 1

READING

45 minutes

Small Group: “Jackie Robinson Breaks Baseball’s Color Barrier” [pages 45–54]

Review

5 minutes

- Review the previous lesson’s homework. Lead a brief classroom discussion about the writing prompt. **Ask:** What do you think 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? (*Accept reasonable answers. Students may discuss how the treatment of Japanese Americans betrays the principles of equality and freedom upon which the country was founded. Most Japanese Americans likely expected to be treated like loyal citizens after the Pearl Harbor attack and were shocked when their neighbors and government turned against them with suspicion and mistrust.*)

Introduce the Selection

5 minutes

- Tell students they will read the selection “Jackie Robinson Breaks Baseball’s Color Barrier” in small groups.
- Have students turn to page 45 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.
 - Begin by telling students that the first vocabulary word they will encounter in the selection is *color line*.
 - Have students find the word on page 45 of the Reader.
 - Have students reference Activity Page 3.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.
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)

Vocabulary Chart for “Jackie Robinson Breaks Baseball’s Color Barrier”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	color line	brilliantly champion crazy quilt fanfare pioneers steeds
Spanish Cognates for Core Vocabulary		campeón pionero
Multiple-Meaning Core Vocabulary Words		brilliantly champion pioneers
Sayings and Phrases	pave the way behind the scenes	

- Also point out that Activity Page 3.1 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Examine and describe how Jackie Robinson affected national attitudes toward Black people.

Establish Small Groups

Before reading the selection, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 3.2 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 3.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 3.2 correctly. You may choose to do one of the following to address this:
 - o Collect the pages and correct them individually.
 - o Provide an answer key for students to check their own or a partner's work after they have completed the activity page.
 - o Confer with students individually or as a group at a later time.

Read the Selection

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

Note to Teacher: In the interest of time, you may have students read portions of the selection silently and then discuss the questions.

[page 45]

[Have students read page 45.]

SUPPORT: The Dodgers baseball team was founded in 1883 and originally played in Brooklyn, New York. The team relocated from Brooklyn to Los Angeles, California, in 1958, where they play today.

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

- o The phrase means that he was the first Black person to play for a major league baseball team.

Inferential 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?

- o In both cases, a Black person was expected to sit in a segregated section meant only for Black people. Robinson might have been found not guilty because he was an officer and the bus driver did not have the authority to give him orders.

[pages 45–47]

[Have students read the rest of the Background Information section.]

SUPPORT: The general manager of a baseball team makes decisions about who will play for the team and works directly with the team owner to help determine player salaries.

Inferential 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”?

- o Rickey suspected Robinson would be verbally abused because he knew that racism was widespread throughout America. By wanting a player strong or courageous enough not to fight back, Rickey possibly hoped to show white Americans that Black people were good, decent people—just like most others—and therefore win acceptance. White fans might not have easily accepted a Black player who fought back.

Note to Teacher: Point out to students that, in his own way, Rickey was suggesting a form of nonviolent protest against racism—a tactic similar to that used by A. Philip Randolph to help desegregate the military (see Lesson 2).

Inferential Why do you think Robinson’s presence on the Montreal Royals drew so much attention?

- o Possible answer: People wanted to see if a Black player could perform at a high level, just like white athletes.

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

- o At first it appears that he may not have been widely accepted. The text says that he endured insults and threats. However, he won two prestigious awards in his first two seasons with the Dodgers, showing that his skills were appreciated by at least some fans and sportswriters. Soon, other Black players were playing major league baseball, suggesting that their presence was becoming more accepted by white fans.

SUPPORT: Baseball’s Rookie of the Year award is given annually to two outstanding rookie (first-year) players, one in the American League and one in the National League. The Most Valuable Player award is given annually to one player in each league to honor “the most important and useful player to the club and to the league.” Both awards are given based on voting by the Baseball Writers’ Association of America.

Inferential Why do you think Robinson’s number was retired? Why do players across the league wear his number on April 15?

- o Robinson’s number was retired to honor him as the first Black person to play major league baseball. Players today wear his number on April 15th to remember his accomplishments.

[page 48]

[Have students read page 48.]

Inferential What does it mean that Wendell Smith was “a champion of Jackie Robinson.”

- o The phrase means that Smith promoted Robinson to become major league baseball’s first Black player.

[pages 49–52]

[Have students read pages 49–52.]

Turn and Talk: Ask students to think about the way Wendell Smith describes the atmosphere at the baseball game featuring Jackie Robinson. Why does Smith characterize the game in this way? Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

Inferential 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*?

- o A crazy quilt is a quilt that is made of many different sizes, shapes, and colors—much like America consists of many different kinds of people. Smith uses this metaphor to emphasize the idea that all Americans are important. He references Wendell Wilkie’s book because it calls for equal rights for nonwhite Americans. Robinson’s participation in the game (as well as Johnny Wright’s) is a step toward recognizing those rights.

CHALLENGE What are some other ways Smith emphasizes the unity of the crowd at the ballgame that day?

- o Smith describes Robinson and Wright joining their white teammates (“stood out there with the rest”) as patriotic songs are played. The entire crowd stood together as the band played the National Anthem, again emphasizing unity. In Smith’s description, the crowd gave Robinson “an enthusiastic reception . . . They were for him.”

Evaluative What does Smith think Robinson was thinking as he took the field? What would you have been thinking if you were in Robinson’s position?

- o Students’ answers will vary. Smith seems to believe Robinson was feeling proud.

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

- o Smith is making the connection between the segregated, Jim Crow South and the impending integration of major league baseball, and suggesting that integration—not segregation—is winning. Even the southern players—whom one might expect to dislike Robinson—are supporting him.

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

- o Answers will vary. Some students may say that Smith is embellishing the story, based on the information in the Background Knowledge section stating that Robinson endured insults and threats.

Inferential What are some adjectives that describe Jackie Robinson’s demeanor as described by Wendell Smith?

- o Answers might include *patient*, *humble*, *happy*, *quiet*, and *grateful*.

[pages 53–54]

[Have students read pages 53–54.]

Inferential 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.

- o In 1957, federal troops had to be sent to Arkansas to enforce an order to integrate the public schools there. Integration was opposed by Arkansas governor Orval Faubus. It is not unreasonable to conclude that many other southerners opposed integration. Therefore, perhaps Smith’s description of Robinson’s southern teammates enthusiastically accepting him might not have been entirely accurate, as they might have had similar prejudices.

Inferential 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?

- o Robinson is tired of being told he—and other Black people (the “we” at the top of page 53)—must patiently wait for equal rights.

Inferential Why does Robinson oppose Eisenhower’s urging of “patience”?

- o Robinson believes Black people have waited long enough to enjoy full civil rights. They are entitled to them now. He says that constantly urging patience crushes the spirit of freedom in Black people and gives hope to people who do not want to end segregation.

Inferential 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?

- o Answers might include *direct*, *sober*, *serious*, *intelligent*, and *impatient*. In the letter, Robinson does not come off as the happy-go-lucky individual Wendell Smith describes.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Examine and describe how Jackie Robinson affected national attitude towards Black people.

Bring students back together, and use the following questions to discuss the selection:

1. **Inferential** Find evidence in the selection that suggests that Jackie Robinson changed national attitudes toward Black people in a positive way.
 - o Possible examples could include receiving numerous awards for his play on the field, increasing acceptance of Black players in professional sports, and popularity among fans.
2. **Inferential** Find evidence in the selection that suggests that Jackie Robinson’s impact on the attitudes of white Americans was somewhat limited.
 - o Possible examples could include the fact that, despite Robinson’s achievements on the field and acceptance among many fans, segregated schools were still the norm in

the South well after Robinson's retirement and that many white people thought Black people should be "patient" about receiving their full civil rights.

3. **Evaluative** Based on his letter to President Eisenhower, do you think Jackie Robinson felt that he enjoyed the same civil rights as white Americans? Cite evidence from the letter to support your answer.
 - o It appears that, despite his fame, Robinson still did not feel that he enjoyed the same civil rights as white Americans. He clearly identifies with the "17 million Negroes" who do not have full civil rights; the use of the pronoun "we" shows that he includes himself in that number.

Note to Teacher: If time permits after this lesson or during the Pausing Point, show and discuss the movie *42: The Jackie Robinson Story*, available to rent for a small fee; see the Online Resource Guide for a link: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>. Students may also use the worksheet on page Activity Page E.3 to compare and contrast the film and the text. Ask students to conclude by explaining which treatment of Robinson's life they preferred.

Take-Home Material

Reading

- If students did not complete Activity Page 3.2 during the Reading lesson, have them complete it for homework.
- Ask students to complete the writing prompt activity on Activity Page 3.3 for homework.

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework writing assignment on Activity Page 3.3.
- Consider giving students some examples of how people can challenge laws through the court system, as the Mendez family did in this selection. Use this link to download the CKLA Online Resources for this unit, where more information about landmark civil rights cases can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>
- Write the purpose for reading on the board/chart paper: *Examine how Mendez v. Westminster paved the way for further reforms.*

DAY 2

READING

45 minutes

Partners: "Mendez v. Westminster: A Ruling for Social Equality in Schooling"
[pages 55–63]

- Review the previous lesson's homework. Lead a brief classroom discussion about the writing prompt. **Ask:** Was Jackie Robinson's status as a prominent person breaking down barriers 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? (*Accept reasonable answers. Students may have varying opinions on whether or not Robinson's success as an athlete was helpful for a wider movement to gain civil rights. Some may suggest that Robinson's performance on the field showed white Americans that minorities could perform at high levels, while others may point out that, despite Robinson's on-field success, Jim Crow laws persisted well into the 1950s. Students may name sports figures such as Megan Rapinoe and Colin Kaepernick, as well as other celebrities who are known for their advocacy of civil rights.*)

Introduce the Selection

5 minutes

- Tell students they will read the selection "*Mendez v. Westminster: A Ruling for Social Equality in Schooling*" with a partner.
- Have students turn to page 55 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.
 - Begin by telling students that the first vocabulary word they will encounter in the selection is *agricultural*.
 - Have students find the word on page 55 of the Reader.
 - Have students reference Activity Page 3.4 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the selection.
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**)

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	citrus groves	agricultural personal hygiene applicable institutions ideals
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		institutions ideals
Sayings and Phrases		

- Also point out that Activity Page 3.4 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Examine how *Mendez v. Westminster* paved the way for further reforms.

Read the Selection

25 minutes

Pair students to read the selection together. You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

Explain to students that they will complete Activity Page 3.5 together while reading. You will then use the activity page for a wrap-up discussion when you bring the class together at the end of the lesson.

Note to Teacher: To aid comprehension, encourage students to use the paraphrased version of the decision in the Reader while they read the main text.

[page 55]

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

- o Both cases found the segregation of public schools to be unconstitutional. The *Mendez* case, however, applied only to Mexican American students in California. The *Brown* case applied to all schools throughout the country.

[page 56]

Inferential Were the Méndez children victims of Jim Crow laws? Explain.

- o The Méndez children were not victims of Jim Crow laws because California law did not specifically require segregation of Mexican Americans, in contrast to laws in the South that did legally permit segregation.

Inferential Why do you think Gonzalo Méndez was allowed to attend Westminster school but his children were not?

- o Possible answer: When Gonzalo Méndez was a child, the Hispanic population in the area was probably not as large, so the white people in the area did not consider them a threat. Also, farms of the time perhaps did not rely as heavily on the labor of Mexican American children as they did by the 1940s.

Literal Were the “Mexican schools” the same as white schools?

- o The Mexican schools were not the same as white schools. The children attended school for only a half-day, the buildings were run-down, and they lacked sufficient books and supplies.

[pages 57–59]

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

- o School officials said Mexican American children needed separate schools because they mainly spoke Spanish and did not keep themselves as clean as white children. These were probably not the real reasons. Many Mexican American children spoke English just fine. As the text says, they were needed to work on farms. That and racial prejudice were the likely real reasons.

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

- o Both cited the Fourteenth Amendment to show that segregation was unconstitutional and violated the principle of “equal protection of the laws.” Marcus’s arguments were also somewhat similar to the claim put forth by Plessy’s lawyers that segregation violated the Thirteenth Amendment, which prohibited slavery. In this case, both argued that segregation—like slavery—was “by its very nature . . . a reminder constantly of inferiority.”

Think-Pair-Share: Have students stop and think about why lawyer David Marcus decided not to build his case on issues of racial prejudice and unfairness. After they have time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share their thinking and what they discussed with their partner.

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

- o Unlike the original ruling, the appeals court did not find that the segregated schools violated the Fourteenth Amendment. The appeals court simply said that the segregated schools were wrong simply because there was no law requiring them, as there were laws allowing segregated schools for Asian Americans and Native Americans. The appeals court did not ban Jim Crow-type laws.

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

- o Lawyers in the *Brown* case argued that segregated schools cause emotional and social damage, much as David Marcus had argued.

Literal Which parties in the *Mendez* case were later parties in the *Brown* case?

- o Lawyer Thurgood Marshall of the NAACP and California governor Earl Warren both played major roles in the *Brown* case.

[pages 60–63]

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

- o The first sentence says that the *Mendez* case has nothing to do with racial discrimination. Most students will likely disagree, suggesting that the existence of segregated schools on the basis of race is strong evidence that racial discrimination played a key role in this case.

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

- o The *Mendez* case specifically states that the Fourteenth Amendment is about social equality as well as political and legal equality. It says that the concept of “separate but equal” is not upheld simply by providing the same facilities and supplies to white and nonwhite schools. “Separate but equal” schools do not provide social equality. By contrast, the *Plessy* decision explicitly stated that the Fourteenth Amendment does *not* require social equality.

Inferential 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?

- o To commingle means to mix together. Commingling is very difficult in a segregated society, where people of different ethnicities are kept apart from one another. The court states that commingling is important because it develops shared values that are necessary for American institutions and ideals to continue. By contrast, the majority opinion in *Plessy* stated that laws cannot undo social prejudices and that commingling can and should only take place if there is “some natural liking for each other.”

Turn and Talk: Ask students to identify some “shared values” (or “common cultural attitudes”) most Americans have. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

Remind students of the purpose for reading:

Examine how *Mendez v. Westminster* paved the way for further reforms.

Bring students back together, and use the following questions to discuss the selection.

1. **Literal** What did Gonzalo and Felicitas Méndez do when their children were turned away from the Westminster school?
 - o They first spoke with school officials about the situation and then took the situation to court.
2. **Inferential** Why did the lawyer for the Méndez family encourage them to include other families in their lawsuit?
 - o Possible answer: The lawyer believed there would be a stronger case if he could show that school districts were engaged in a pattern of discrimination against Mexican Americans.
3. **Literal** Which amendment from the U.S. Constitution did the case of *Mendez v. Westminster* rely on? What does this amendment say? What new information did the lawyer introduce?
 - o The case relied on the Fourteenth Amendment, which says that all Americans have a right to the equal protection of the laws. The lawyer also introduced the idea that segregation was mentally and emotionally harmful.
4. **Evaluative** Which part of the argument do you think was the most important in swaying the court to decide in favor of the Méndez family? How might this have paved the way for future reform?
 - o Answers will vary. Accept all reasonable answers. Students may note that the decision agrees that segregated schools violate the Fourteenth Amendment but that the court seems to place an even greater emphasis on the ideas of social equality and the harm to children that is done by exposing them to segregation. This might pave the way for future reform because if these things are true in the *Mendez* case, then they would also be true for other families whose children are forced into segregated schools—as well as for adults who must ride segregated trains and buses, go to segregated restaurants and movie theaters, and so forth.

Take-Home Material (Day 2)

Reading

- If students did not complete Activity Page 3.5 during the Reading lesson, have them complete it for homework.
- Ask students to complete the writing prompt activity on Activity Page 3.6 for homework.

Lesson 4

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Close Reading: “ <i>Brown v. Board of Education</i> : No Place for ‘Separate But Equal’”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 3.6 (for review), 4.1
DAY 2: Reading	45 min	Independent: “Rosa Parks Sits Down and a Community Rises Up”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 4.2 (for review), 4.3, 4.4
Take-Home Material	*	Reading	Activity Pages 4.2, 4.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8)

Writing

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Apply reading standards to non-fiction: assessing that reasoning is sound and evidence is relevant. (W.8.9.b)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Demonstrate command of formal English when indicated or appropriate. (SL.8.6)

Language

Follow standard English rules for writing, speaking, and listening. (L.8.1, L.8.2, L.8.3)

Spell correctly. (L.8.2.c)

Determine or clarify the meaning of unknown words through a range of strategies, including context, word relationships, and the use of a glossary. (L.8.4, L.8.4.a, L.8.4.b, L.8.4.c, L.8.5.b)

Determine the meaning of domain specific words. (L.8.6)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework writing assignment on Activity Page 3.6.
- Write the purpose for reading on the board/chart paper: *Examine how and why the Brown v. Board of Education decision ended the doctrine of “separate but equal.”*

DAY 1

READING

45 minutes

Close Reading: “*Brown v. Board of Education*: No Place for ‘Separate But Equal’”
[pages 64–77]

Review

5 minutes

- Review the previous lesson’s homework. Lead a brief classroom discussion about the writing prompt. **Ask:** How was the Fourteenth Amendment interpreted in the *Mendez* decision, and how was this interpretation useful in later court challenges? (*Accept reasonable answers. The court agreed that segregated schools violated the equal protection clause of the Fourteenth Amendment but went further than previous decisions in that the concept of social equality was considered as important as political and legal*

equality. This interpretation would be useful in any instance where people are segregated—be it in schools, public transportation, or other public facilities—because once segregation has been established as being harmful in one situation, it would be difficult to argue that it is not harmful in other situations.)

Introduce the Selection

5 minutes

- Tell students they will read the selection “*Brown v. Board of Education: No Place for ‘Separate But Equal.’*”
- Have students turn to page 64 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.

Note to Teacher: In the interest of time, it is suggested that you read the introductory text aloud to students before students begin close reading. Therefore, no words from the Background Knowledge section are included here.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *fashion*.
 - Have students find the word on page 70 of the Reader.
 - Have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the selection.
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**)

Vocabulary Chart for “ <i>Brown v. Board of Education: No Place for ‘Separate But Equal’</i> ”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	submit consideration	fashion urge denoting

Vocabulary Chart for “ <i>Brown v. Board of Education: No Place for ‘Separate But Equal’</i> ”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Spanish Cognates for Core Vocabulary	<i>consideración</i>	<i>urgir</i> <i>denotando</i>
Multiple-Meaning Core Vocabulary Words	submit consideration	fashion urge
Sayings and Phrases	for the life of me fall apart	

- Also point out that Activity Page 4.1 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Examine how and why the *Brown v. Board of Education* decision ended the doctrine of “separate but equal.”

Read the Selection

25 minutes

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of “*Brown v. Board of Education: No Place for ‘Separate But Equal’*” are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ comprehension of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

Have students read aloud or silently. Pause at each point indicated to explain or clarify the text.

Note to Teacher: In the interest of time, consider reading the Background Knowledge text aloud to students before students begin close reading. The emphasis here should be on the specific arguments made in Thurgood Marshall's argument and Earl Warren's opinion, which is the focus of these questions.

Use this link to download the CKLA Online Resources for this unit, where more information on the Black Codes and Jim Crow laws can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Note to Teacher: To aid comprehension, encourage students to use the paraphrased version of the decision in the Reader while they read the main text.

[Have students read page 69 and the first paragraph of page 70.]

COMP/Literal Summarize Thurgood Marshall's reasoning regarding the Fourteenth Amendment and how he uses it to counter the claims made by his opponents.

- o Marshall points out that his opponents deny that the cases involve race prejudice, then goes on to point out that their entire argument hinges on questions of race. Marshall then observes that the Fourteenth Amendment took away from the states the power to use race when writing laws. He also points out that, even in *Plessy v. Ferguson*, the Fourteenth Amendment covered education.

COMP/Inferential What do Marshall's opponents imply will happen to white children who are put into schools with Black children? Is this fact or opinion? How does Marshall respond to this argument? Is Marshall using fact or opinion?

- o Marshall's opponents argue that white children will somehow be damaged if placed in integrated classrooms. This is an opinion. Marshall counters this argument by stating he has seen with his own eyes white and Black children playing together, which is a fact. Marshall also observes that white and Black students attend universities and colleges together, which is also a fact. The idea that white children will "fall apart" if they associate with Black children is therefore false.

[Have students read the rest of page 70 through page 71.]

LIT/Inferential How does Marshall strengthen his argument by comparing "separate but equal" laws to Black Codes?

- o He says the "separate but equal" laws are exactly like the Black Codes, which were designed to limit the rights of Black people. If the Fourteenth Amendment was intended

to prohibit the Black Codes, it is reasonable to conclude that it should also be used to prohibit “separate but equal” laws.

COMP/Literal What does Marshall say is the only argument his opponents can use to win their case?

- o He says the only thing opponents can use to win their case is to say that Black people are inferior to other people.

COMP/Inferential How are Marshall’s arguments regarding slavery similar to those used earlier by Homer Plessy’s lawyers and by A. Philip Randolph? [If necessary, direct students back to Lessons 1 and 2.]

- o In all cases, segregation is cited as a form of slavery and a way to keep Black people in as close a state of slavery as is legally possible.

Turn and Talk: Ask students why they think Thurgood Marshall mentions that some Black people have light skin and blue eyes (page 70). As time allows, invite a few students to share what they discussed with their partner.

[Have students read page 72 (paraphrased on page 75).]

COMP/Literal According to the *Plessy v. Ferguson* ruling, why do segregated schools fail to violate the Fourteenth Amendment? [If necessary, direct students back to Lesson 1.]

- o *Plessy* ruled that segregated schools were constitutional as long as all children were given facilities that were equal.

VOC/Inferential How might the plaintiffs’ definition of the word *equal* differ from the defendants’ definition? [If necessary, refer students back to the discussion of the *Mendez* case in Lesson 3 and the concept of social equality. Also remind students of the discussion from Lesson 1 regarding the concepts of *equity*, *equality*, and *justice*.]

- o Possible answer: The plaintiffs would argue that the schools are not socially equal, even if the equipment, textbooks, and facilities *were* equal (which they were not); the defendants would argue that as long as the schools offered similar materials to all students, then the schools were equal.

[Have students read page 73 (paraphrased version is on page 75–76).]

COMP/Literal Does Justice Warren say that the case can be decided according to whether or not “tangible” factors are equal? What does he say should decide the case?

- o Warren says that tangible factors should not decide the case. Instead, the case must be decided on the effect of segregation itself on public education.

COMP/Inferential Why does Warren imply that the *Plessy* decision might not be especially relevant anymore?

- o He says that the ideals and goals behind public education are different today than they were at the time of the *Plessy* decision and that those goals are what must be considered—not the way things were in the 1890s.

COMP/Inferential How is Warren’s reasoning in the final paragraph on page 73 similar to that of the judge in the *Mendez* case? [Direct students to page 61 (or the paraphrased version on page 63) of the Reader if necessary.]

- o In both cases, schools are described as a place where children learn about shared American values and their public duties, and the reasoning of the judges is that if such knowledge is not developed, American institutions and ideals cannot be preserved. Schools are also seen as places where children learn their social value in American society.

[Have students read page 74 (paraphrased version is on pages 76–77).]

COMP/Inferential How does Warren think segregated schools impact the self-image of Black children? Where have we seen this argument before?

- o Warren believes segregated schools harm the self-esteem of Black children and make them feel like second-class citizens. This same argument was made by the judge in the *Mendez* case as well as by A. Philip Randolph in his arguments against the segregation of the armed forces.

COMP/Inferential What did the *Plessy* decision say about Black people feeling inferior to white people because of segregationist laws? Why does Warren reject this conclusion? [If necessary, refer students to page 15 (or the paraphrased version on page 17) of the Reader.]

- o The majority opinion in *Plessy* stated that if Black people feel singled out as inferior because of segregationist laws, that is just the way they choose to interpret the law. Warren rejects this argument because “modern authority” shows that it is a fact that segregation causes mental harm.

COMP/Inferential Why did the court rule that segregated schools violate equal protection of the laws guaranteed by the Fourteenth Amendment?

- o The court ruled that “separate but equal” schools are by their very nature unequal. Even if the tangible materials used in the schools are the same, segregation creates social inequality.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Examine how and why the *Brown v. Board of Education* decision ended the doctrine of “separate but equal.”

Bring students back together, and use the following questions to discuss the selection.

1. What specific arguments were used to end desegregation in schools?
2. What evidence was presented?
3. Why was the evidence convincing?

Have students form two concentric circles. Pair students from the inner circle with students from the outer circle. Have pairs discuss the first discussion question. Then have outer circle students rotate clockwise to discuss the second question with new partners. Repeat for the third question. Call on several students to share a takeaway or a surprise from their discussions.

Take-Home Material

Reading

- Ask students to read the selection “Emmett Till: Memories of a Murder in Mississippi” (pages 78–84), then complete Activity Page 4.2 for homework.

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework writing assignment on Activity Page 4.2.
- Write the purpose for reading on the board/chart paper: *Examine how Rosa Parks and other participants describe the context and goals of the bus boycott.*

DAY 2

READING

45 minutes

Independent: “Rosa Parks Sits Down and a Community Rises Up” [pages 85–98]

Review

5 minutes

- Review the previous lesson’s homework. Lead a brief classroom discussion about the assignment. **Ask:** Can you think of recent events similar to the Emmett Till story, in which photos or videos of racial injustice sparked a public outcry for justice? How did you react to this recent event? How was the issue resolved? (*Accept reasonable answers. Students may point to recent events that were captured on video. Students’ reactions to the events will vary, as will the final outcomes.*)
- The 2022 movie *Till* may be of interest to students. The film documents the efforts of Mamie Till-Mobley to get justice for her son’s murder. The movie is readily available to stream online for a small fee. Use this link to download the CKLA Online Resources for this unit, where more information about landmark civil rights cases can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>. If time permits, play this film before beginning this lesson or during the Pausing Point at the end of the unit.

Introduce the Selection

5 minutes

- Tell students they will read the selection “Rosa Parks Sits Down and a Community Rises Up” independently.
- Have students turn to page 85 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *determined*.

- Have students find the word on page 85 of the Reader.
 - Have students reference Activity Page 4.3 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.
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)**

Vocabulary Chart for “Rosa Parks Sits Down and a Community Rises Up”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	reaffirmation	determined means hastily indignity publicizing just
Spanish Cognates for Core Vocabulary	<i>reafirmación</i>	<i>determinado</i>
Multiple-Meaning Core Vocabulary Words		determined means just
Sayings and Phrases	bogged down pushed around light on yourselves	

- Read the purpose for reading from the board/chart paper:

Examine how Rosa Parks and other participants describe the context and goals of the bus boycott.

Read the Selection

25 minutes

Have students read the selection independently and complete Activity Page 4.4.

Note to Teacher: You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions. If students' answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students' answers indicate difficulty in comprehension, have them read aloud.

[pages 85–86]

Inferential 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?

- o The Black community decided to boycott the busses—in other words, to stop riding them. This could be successful because the bus company would lose money if lots of people quit riding the buses.

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

- o Boycotts are difficult and only work if lots of people join and continue doing them for a long time. In Montgomery, bus service was the main means of transportation. People would be very inconvenienced if they stopped riding the buses for a long period of time.

Inferential 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?

- o In both cases, the plan was for a Black person to be arrested for sitting in the "White Only" section and then take the case to court to challenge the constitutionality of the law.

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about the Montgomery bus boycott. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

[pages 87–88]

Literal Who led the bus boycott in Montgomery?

- o Martin Luther King Jr. led the boycott.

Inferential 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?

- o In both cases, nonviolent tactics were used. Nonviolence was likely used to help generate support for the cause from society in general. It is more difficult to oppose people who are not being violent than it is to oppose those who are hurting others.

Inferential Why do you think white people in Montgomery reacted angrily to the bus boycott if they had no financial stake in the situation?

- o Possible answer: They did not like the fact that Black people wanted to be treated the same as white people.

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

- o Segregated buses were outlawed. Courts ruled that requiring segregation on public transportation in Montgomery violated the due process and equal protection of the law clauses of the Fourteenth Amendment.

[pages 89–91]

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

- o Even before the boycott, Rosa Parks was active in the NAACP. She was arrested a second time simply for participating in the bus boycott. She later helped register Black people to vote and founded programs in youth development and civil rights education.

Inferential How do you interpret the police officer's remark to Rosa Parks on page 90? Explain.

- o Possible answer: The officer says he is just following the law. He says he “doesn’t know” why white people mistreat Black people. Likely, the white officer simply considers that the “normal” thing to do and has never even thought that such treatment was unfair or unjust.

Inferential 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?

- o Possible answer: Black people are a minority in the United States, and at the time had almost no political power. So, to get anything changed, at least some powerful white leaders needed to be on the side of the Black community. Also, if enough white people came to see the injustice of segregation, societal attitudes might change, which would then make it easier to change unjust laws. This was the basic premise behind A. Philip Randolph's desire for young white people to resist the draft in solidarity with young Black people.

Inferential 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.

- o She did not intend to start a boycott. She says she “had no idea” that her action would lead to the boycott that eventually ended segregation laws. On that day, she had simply had enough of being treated unfairly.

[pages 91–94]

Inferential How many of the bus company’s customers in Montgomery were Black? How did this put the company at economic risk?

- o Over 66 percent of riders were Black. If most riders boycotted the buses, the bus company stood to lose most of its business—and most of its profit.

Inferential 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?

- o Possible answer: Parks says a woman plaintiff would gain more sympathy than a man, whom whites would presumably regard as more threatening and dangerous. Someone of high character was also needed, again to avoid even the hint that the plaintiff was simply a “troublemaker.” A plaintiff of good character would also make the cause seem more moral. This is similar to Branch Rickey’s comment about wanting a player who would not fight back against the insults he would endure—because that would likely cause people not to support the cause.

Inferential Recall Jackie Robinson’s comments to President Eisenhower about expecting Black people to “be patient.” Would Parks have agreed with Robinson? Explain.

- o Parks speaks often in the excerpt about how long Black people had waited for full civil rights and that “the more we gave in and complied, the worse they treated us.” This echoes Robinson’s assertion that patience gives hope to pro-segregationists. Parks would certainly have agreed with Robinson.

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

- o She says she did not intend to be arrested that day and would not even have gotten on the bus had she noticed the driver, with whom she had had problems before and therefore tried to avoid.

[pages 95–96]

Inferential How does Jo Ann Robinson emphasize the economic aspect of the bus boycott?

- o She points out that most bus riders are Black people and that the buses could not make a profit without Black customers.

Literal How does Robinson suggest the Black community deal with the inconvenience of not riding the bus?

- o She asks people to use cabs, to walk, or to carpool. She also suggests that there should be no problem with missing just one day of school or work as the boycott gets underway.

[pages 96–98]

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

- o The MIA is again making it clear that the bus company stands to be hurt significantly if the majority of its customers stop using the buses.

Inferential Why does the MIA spell out that they do not intend to use any unlawful or intimidating behavior to get what they want.

- o Possible answer: Using nonviolent protest will help emphasize the justness of their cause and that the MIA has the moral high ground in this situation.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Examine how Rosa Parks and other participants describe the context and goals of the bus boycott.

Bring students back together; display and use the following sentence frames to discuss the selection.

Black people boycotted buses in Montgomery because _____.

Black people boycotted buses in Montgomery, but _____.

Black people boycotted buses in Montgomery, so _____.

Remind students that “because” sentences explain why, “but” sentences show a change in direction, and “so” sentences tell what happens as a result. Give students two minutes to write on their own. Then ask them to share their answers. Possible answers may include *Black people boycotted buses in Montgomery because the bus company practiced segregation. Black people boycotted buses in Montgomery, but this made it hard for many people to get to work or school. Black people boycotted buses in Montgomery, so they walked, organized carpools, and shared rides.* Wrap up by asking students how completing the sentence frames helped them to understand or think about the selection.

Take-Home Material

Reading

- If students did not complete Activity Page 4.4 during the Reading lesson, have them complete it for homework.
- Ask students to complete the writing prompt activity on Activity Page 4.5 for homework.

Lesson 5

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Independent: “Daisy Bates and the Little Rock Nine” and “Sit-Ins and the Power of Youth Protest”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 4.5 (for review), 5.1, 5.2
DAY 2: Morphology Writing	15 min	Introduce Roots <i>aequus</i> , <i>dominus</i> , and <i>rego</i>	Activity Page 5.4
	30 min	Write a Persuasive Essay: Plan	Activity Pages 5.5, 5.6
Take-Home Material	*	Reading Morphology Writing	Activity Pages 5.3, 5.4, 5.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Integrate visual information with other information in print and digital texts. (RH.6-8.7)

Writing

Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1.a)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1.b)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1.c)

Establish and maintain a formal style. (W.8.1.d)

Provide a concluding statement or section that follows from and supports the argument presented. (W.8.1.e)

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Apply reading standards to non-fiction: assessing that reasoning is sound and evidence is relevant. (W.8.9.b)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Demonstrate command of formal English when indicated or appropriate. (SL.8.6)

Language

Follow standard English rules for writing, speaking, and listening. (L.8.1, L.8.2, L.8.3)

Spell correctly. (L.8.2.c)

Determine or clarify the meaning of unknown words through a range of strategies, including context, word relationships, and the use of a glossary. (L.8.4, L.8.4.a, L.8.4.c, L.8.5.b)

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.8.4.b)

Determine the meaning of domain specific words. (L.8.6)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework writing assignment on Activity Page 4.5.

- Some students may become upset and/or angry when reading descriptions of racism and violence in these selections. Be prepared to deal with the strong emotions these selections might elicit.
- To give students a sense of the scope of segregationist laws that remained on the books in the South, even after the *Brown* ruling, consider sharing some examples. Use this link to download the CKLA Online Resources for this unit, where links to information about segregationist laws can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>
- Write the purpose for reading on the board/chart paper: *To examine how and why young protestors got involved in the civil rights movement.*

Morphology

- Prepare and display the Word Roots Anchor Chart found on page 81 of this Teacher Guide somewhere in the classroom. You and students may refer to this Anchor Chart while completing this unit's Morphology exercises.

DAY 1

READING

45 minutes

Independent: “Daisy Bates and the Little Rock Nine” and “Sit-Ins and the Power of Youth Protest” [pages 99–115]

Review

5 minutes

- Review the previous lesson's homework. Lead a brief classroom discussion about the writing prompt. **Ask:** How can individual acts of bravery support a wider movement? (*Accept all reasonable responses.*)

Introduce the Selections

5 minutes

- Tell students they will read the selections “Daisy Bates and the Little Rock Nine” and “Sit-Ins and the Power of Youth Protest” independently.
- Have students turn to page 99 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selections.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *defied*.
- Have students find the word on page 99 of the Reader.
- Have students reference Activity Page 5.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.

“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)

Vocabulary Chart for “Daisy Bates and the Little Rock Nine” and “Sit-Ins and the Power of Youth Protest”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	superintendent passive resistance	defied firmly anxious reluctant bigotry activists passing fad lyric discipline
Spanish Cognates for Core Vocabulary		ansioso lírico disciplina

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Multiple-Meaning Core Vocabulary Words		firmly anxious lyric discipline
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

To examine how and why young protestors got involved in the civil rights movement.

Read the Selections

25 minutes

Have students read the selections independently and complete Activity Page 5.2.

Note to Teacher: You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions. If students’ answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students’ answers indicate difficulty in comprehension, have them read aloud.

“Daisy Bates and the Little Rock Nine”

[pages 100–101]

Inferential 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 full use of their civil rights.

- Possible answer: The superintendent likely had little interest in truly integrating the schools. He stated that he wanted to provide “the least amount of integration over the longest period.” This echoes sentiments that were expressed in earlier lessons by segregationists, whose calls for “patience” were really attempts to crush the spirits of Black people. (See page 54 in the Reader, for example.)

Inferential 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’? Why were these qualities thought to be desirable? [If necessary, direct students to Lessons 3 and 4.]

- In all cases, the people fighting for their civil rights were expected to have great self-control and to be of strong moral character. People displaying such characteristics would be more likely to gain sympathy than people who were combative or hostile.

[pages 102–104]

Inferential Why do you think President Eisenhower was reluctant to send federal troops to Little Rock? What finally convinced him to do so? [If necessary, direct students to Lesson 3.]

- o Eisenhower thought Black people should display patience and did not necessarily seem to agree that the integration of Little Rock schools was a good idea at the time. However, as president, Eisenhower felt the need to uphold the law, and the Supreme Court's *Brown v. Board of Education* decision made segregated schools illegal. He was also concerned that America's image would be tarnished by images of violence and race hatred in Little Rock.

Evaluative Have you ever had to act bravely to support something you strongly believe in? Describe the situation. How did you feel? How did others feel?

- o Students' responses will vary.

SUPPORT: After Arkansas governor Orval Faubus closed all Little Rock schools for the 1958–59 school year, students were forced to resort to various types of alternate schooling. Use this link to download the CKLA Online Resources for this unit, where links to information about the so-called Lost Year can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Think-Pair-Share: Have students stop and think about what the Little Rock Nine were trying to achieve and why court cases such as *Brown v. Board of Education* were not sufficient to end segregation in public schools. After they have time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share their thinking and what they discussed with their partner.

[pages 104–105]

Inferential 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?

- o Students' reactions may vary, but most will likely be saddened and/or angered by the photo. As stated in the caption, the photo made a great impression on many people and likely caused many to begin to support integrated schools.

SUPPORT: This photo has followed not only Elizabeth Eckford but also Hazel Bryan Massery, the white girl shown screaming at Eckford, for their entire lives. In 1963, Massery contacted Eckford to apologize for her actions and attempted to reconcile with her, and for a time the two became friends. But the pair were unable to fully resolve the tension behind the incident. Use this link to download the CKLA Online Resources for this unit, where links to information about Elizabeth Eckford and Hazel Bryan Massery and the iconic photo can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

[pages 106–107]

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

- o She thought the guards were there to protect her. They were actually there to prevent her from entering the school building.

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

- o Answers might include *brave, courageous, strong, inspiring, or heroic*.

“Sit-Ins and the Power of Youth Protest”

[pages 108–109]

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

- o Nonviolent protestors were more likely to gain wide acceptance from society at large.

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

- o Despite court rulings outlawing segregation, many schools and businesses in the South ignored the law. Local authorities were unwilling to enforce the law—and likely disagreed with it. So continuing protests such as the sit-in movement were needed to continue to advance the cause.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about the sit-in movement. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes they will need to keep reading in order to find an answer.

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

- o They did this to establish the fact that the store would serve Black people in some instances, which then makes it especially illogical for the store to refuse to serve them lunch.

Inferential Why didn’t the police officer arrest the sit-in protestors on the spot?

- o The protestors were not doing anything disruptive or illegal. They were simply sitting at the lunch counter peacefully.

SUPPORT: Before the end of segregated facilities in the South, a travel guide called *The Negro Motorist Green Book* was published to help Black travelers find establishments where they could expect to receive service. First published in 1936 by Victor Hugo Green, a Black mail carrier who lived in the Harlem section of New York City, the guide remained in print until 1967. Use this link to download the CKLA Online Resources for this unit, where links to information about the *Green Book* can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

[page 110]

Inferential 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? [If necessary, direct students to Lessons 3 and the A. Philip Randolph and Rosa Parks readings.]

- o Most Americans are white. African Americans needed the support of white people to pass laws and take action against bigotry, or it would have been much more difficult

for progress to be achieved. A. Philip Randolph and Rosa Parks also stressed the importance of getting white people on the side of equality and fairness.

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

- o The SNCC was a group of students organized by Ella Baker to continue the sit-in movement and work for civil rights in other ways, such as registering Black voters in the South.

[pages 111–114]

Inferential Did the sit-in movement spread quickly? How do you know?

- o Yes, the sit-in movement spread quickly. The first sit-in protest was on February 1, 1960. The text states that the movement had spread into every southern state within two and a half months.

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

- o Possible answer: Some southerners might have suspected people from the North, who advocated integration, were responsible for the movement. They might have claimed that southern Blacks were content to live in a segregated society. The fact that the movement was spearheaded by young Black people from the South showed that this was not true.

Evaluative Would you add any other items to the code of conduct on page 114, which sit-in protestors were expected to follow?

- o Students’ responses will vary.

Evaluative Do you think you could have been a part of the sit-in movement, based on your personality? Why or why not?

- o Students’ responses will vary but should reflect an understanding that the people involved in the sit-in movement were expected to have great self-control and to practice nonviolence.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Examine how and why young protestors got involved in the civil rights movement.

As you bring students back together, write the following statement on the board:

Young protesters were justified in risking their own safety by getting involved in the civil rights movement.

- o Identify an area in your classroom where students can form a line. Label opposite ends of this area Strongly Agree and Strongly Disagree.
- o Have students move to a spot along the line that represents their opinion on the statement and turn to a neighbor and explain why they chose that spot.

- o Call on one student from each end and one student from the middle to share.
- o Allow students to move to a different spot on the line if hearing from their peers has changed their opinion.

DAY 2

MORPHOLOGY

15 minutes

Greek/Latin Roots *aequus*, *dominus*, and *rego*

Introduce Roots *aequus*, *dominus*, and *rego*

15 minutes

- Point out the Word Roots Anchor Chart you displayed in the classroom, and read it with students.
- Tell students this week they will study the roots *aequus*, *dominus*, and *rego*.
 - o Explain that *aequus* means “equal,” “level,” “calm,” or “just.”
 - o Explain that *dominus* means “lord” or “master.”
 - o Explain that *rego* means “rule” or “control.”
- Write the root *aequus* on the chart, and point out that it is pronounced /aequəs/. Write the meaning of the root on the chart.
- Write the root *dominus* on the chart, and point out that it is pronounced /dominus/. Write the meaning of the root on the chart.
- Write the root *rego* on the chart, and point out that it is pronounced /raegoe/. Write the meaning of the root on the chart.
- Remind students that roots can help with understanding the meaning of unfamiliar words and phrases. Point out the role the root plays in each of the examples given. Use the chart below as a guide.
 - o *Equality* is equal and just treatment under the law.
 - o The area over which a monarch rules is a *dominion*.
 - o Governments sometimes pass laws to *regulate* industry.

Word Roots Anchor Chart

Root	Meaning	Example
aequus	equal, level, calm, just	Equality is equal and just treatment under the law.
dominus	lord, master	The area over which a monarch rules is a dominion.
rego	rule, control	Governments sometimes pass laws to regulate industry.

SUPPORT: The Latin word root *aequus* is similar to the Latin word roots *equus* (horse) and *aqua* (water). Given how common it is for spellings to change in the development of languages, spelling is not always a reliable guide to word origins and meanings. The words *equal* and *equine* look similar but have different roots. It is wise to use a dictionary to verify an unfamiliar word's root.

- Have students turn to Activity Page 5.4. Briefly review the directions. Tell students to complete the activity page in class or for homework.

WRITING

30 minutes

Write a Persuasive Essay: Plan

Note to Teacher: In this unit's writing project, students will be asked to write about an issue related to justice and equality and may need guidance in choosing an issue appropriate for discussion in a classroom setting. Students should choose an issue that they and their peers, as Grade 8 students, as well as adults and authority figures, can act on. You may want to consult individually with students as they choose a topic to determine whether they—and you—will feel comfortable discussing this topic in class.

Introduce

5 minutes

- Tell students they will be researching and creating a persuasive essay about an issue related to justice and equality and that their essays will identify an issue, describe its importance, and make an argument about why and how the issue should be addressed.
- Remind students that they've been reading some examples of persuasive arguments in *A More Perfect Union: Voices for Civil Rights in America*. Invite students to share examples from their reading that they personally find persuasive. Tell students they can use these as inspiration or models for their own writing.
- Display the Writing Process Chart, and review the steps as needed. Note that today students will begin to plan their persuasive essays by coming up with ideas.

Review Features of Persuasive Essays

20 minutes

- Tell students that the goal of a persuasive essay is to produce a strong and clear argument that convinces the audience to take a position or to take action.
- Introduce a class discussion in which students discuss the features of a persuasive essay.
- Prompt the following features as part of the discussion:
 - o A clearly stated thesis, or claim. This is a statement of the author's position on the issue, with which some people may agree while others do not.
 - o Reasons, or statements that support the thesis
 - o Supporting evidence from reputable sources
 - o Reasoning that explains how the evidence supports the claims and thesis

- o A clear structure in which reasons and evidence are grouped together logically
- o Clear transitions with linking words, phrases, and clauses
- o Anticipation of counterarguments and an explanation as to why the counterarguments are wrong
- o A logical and clear conclusion
- Have students use Activity Page 5.5 to take notes on the discussion.

SUPPORT: Offer additional clarification of what a thesis is as needed. State a position on an issue, such as “Music education should be mandatory in all schools.” Point out that this statement is arguable—not everyone will agree. A writer supporting this thesis would need to provide an explanation and evidence that shows the reader why this position is a good one. Discuss the kinds of evidence that a writer might use to support the statement, such as scientific studies showing the value of music education on academic performance.

Wrap Up

5 minutes

- Have several students respond to these questions:
 - o How does evidence make an argument persuasive?
 - o How can transitions help make your reasoning clear to your reader?
- Tell students that for homework they will brainstorm issues that could be the basis of their persuasive essay on Activity Page 5.6.

Take-Home Material

Reading

- If students did not complete Activity Page 5.2 during the Reading lesson, have them complete it for homework.
- Ask students to read the selection “CORE and the Freedom Riders” on pages 116–127 of their Reader, then complete Activity Page 5.3 for homework.

Morphology

- If they did not finish in class, have students take home Morphology Activity Page 5.4 and complete it for homework.

Writing

- Have students take home Activity Page 5.6 to complete.

Lesson 6

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Small Group: “Martin Luther King Jr.: Birmingham and the Power of Nonviolence” and “A Powerful Speech for Civil Rights, and a Tragic Loss for the Movement”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 5.3 (for review), 6.1, 6.2
DAY 2: Morphology Writing	15 min	Practice Roots <i>aequus</i> , <i>dominus</i> , and <i>rego</i>	Activity Page 6.4
	30 min	Write a Persuasive Essay: Plan	Activity Page 6.5
Take-Home Material	*	Reading Morphology Writing	Activity Pages 6.3, 6.4, 6.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)

Integrate visual information with other information in print and digital texts. (RH.6-8.7)

Distinguish among fact, opinion, and reasoned argument in a text. (RH.6-8.8)

Writing

Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1.a)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1.b)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1.c)

Provide a concluding statement or section that follows from and supports the argument presented. (W.8.1.e)

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.2)

Language

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.8.4.b)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework assignment on Activity Page 5.3.
- Some students may become upset and/or angry when reading descriptions of racism and violence in these selections. Be prepared to deal with the strong emotions these selections might elicit.
- For the homework assignment, consider giving students a link to an audio recording of Dr. King delivering a portion of the “I Have a Dream” speech. Use this link to download the CKLA Online Resources for this unit, where a link to a recording of the speech can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>
- Write the purpose for reading on the board/chart paper: *Examine and compare the arguments of Martin Luther King Jr. and John F. Kennedy on civil rights.*

DAY 1

READING

45 minutes

Small Group: “Martin Luther King Jr.: Birmingham and the Power of Nonviolence” and “A Powerful Speech for Civil Rights, and a Tragic Loss for the Movement”
[pages 128–142]

Review

5 minutes

- Review the previous lesson’s homework. Lead a brief classroom discussion about the assignment. **Ask:** How were people in parts of the South able to ignore two Supreme Court rulings on segregation? (*Accept reasonable answers. Students may point out that segregation was a deeply entrenched social system. Even the people who were disrespected and abused by this system were often willing to go along with it. This was easier than putting forth the energy and taking the many risks involved to bring about change. Many people decided to just live their lives within the ongoing social framework, raising children, working, and taking care of the daily business life requires.*)

Introduce the Selections

5 minutes

- Tell students they will read the selections “Martin Luther King Jr.: Birmingham and the Power of Nonviolence” and “A Powerful Speech for Civil Rights, and a Tragic Loss for the Movement” in small groups.
- Have students turn to page 128 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selections.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *philosophy*.

- Have students find the word on page 128 of the Reader.
- Have students reference Activity Page 6.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.

“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)**

Vocabulary Chart 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”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	philosophy theology white supremacist accommodation legislation	drawn potent commitment assassin idly inescapable fulfill urgent enact decency
Spanish Cognates for Core Vocabulary	<i>filosofía</i> <i>teología</i>	<i>potente</i> <i>asesino</i> <i>urgente</i>
Multiple-Meaning Core Vocabulary Words	philosophy accommodation	drawn potent
Sayings and Phrases	good faith doubled down firing line	

- Also point out that Activity Page 6.1 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Examine and compare the arguments of Martin Luther King Jr. and John F. Kennedy on civil rights.

Establish Small Groups

Before reading the selection, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide

students through reading the text and completing Activity Page 6.2 together. This is an excellent time to make notes in your anecdotal records.

- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 6.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 6.2 correctly. You may choose to do one of the following to address this:
 - o Collect the pages and correct them individually.
 - o Provide an answer key for students to check their own or a partner's work after they have completed the activity page.
 - o Confer with students individually or as a group at a later time.

Read the Selections

25 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

Note to Teacher: In the interest of time, you may have students read portions of the selections silently and then discuss the questions.

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

[pages 128–129]

[Have students read page 128 through the first paragraph on page 129.]

Inferential How were Henry David Thoreau's actions similar to actions taken by Homer Plessy and Rosa Parks? [If necessary, direct students to “*Plessy v. Ferguson*: Separate But Equal” on pages 11–26 and/or “Rosa Parks Sits Down and a Community Rises Up” on pages 85–98 of the Reader.]

- o They all intentionally broke laws they considered to be unfair and unjust.

SUPPORT: Students may be surprised to know that, although Martin Luther King Jr. is today almost universally considered an important and heroic figure in American history, during his lifetime large numbers of Americans had a negative view of him. A 1966 Gallup poll showed that almost two-thirds of Americans had an unfavorable opinion of Dr. King. His popularity appeared to decline after 1964, when he increasingly began speaking out about civil rights abuses in the North as well as the South. Use this link to download the CKLA Online Resources for this unit, where a link to more information about Americans' changing attitudes toward Dr. King can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

[pages 129–130]

[Have students read the rest of the Background Knowledge section.]

Inferential 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? [If necessary, remind students of the personal characteristics of Jackie Robinson, Rosa Parks, and the sit-in students they read about in previous lessons.]

- o The concept of *satyagraha* emphasizes holding onto a higher truth than simply obeying the law—but doing it in a nonviolent way. Self-discipline is key. Rosa Parks and the sit-in student protestors, for example, peacefully resisted unjust laws without physically fighting back against those who insulted or even attacked them.

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

- o Possible answer: Passivity means doing nothing at all and simply accepting injustice as something one cannot fight against. Nonviolent resistance is an *action*. People like Rosa Parks and the sit-in protestors actually did things—they just did them in a peaceful way.

[pages 131–132]

[Have students read page 131 and examine the illustration and photo caption on page 132.]

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

- o Martin Luther King Jr., along with members of the Southern Christian Leadership Conference and local civil rights leaders, engaged in a series of nonviolent protests against segregation. Local authorities, led by police chief Eugene “Bull” Connor, responded to the protestors harshly, beating them, spraying them with fire hoses, and using dogs to attack them. Some of the protestors were children as young as elementary school age. Dr. King himself was arrested. While in jail, Dr. King wrote his “Letter from Birmingham Jail” to explain his philosophy of nonviolent direct action to white clergymen who had criticized him and the protests in general.

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

- o Students will likely respond to the photo with anger and shock. The fact that the protestors were willing to endure such treatment demonstrates not only their bravery and commitment to the cause but also how much racism and segregation had impacted their lives and the lengths they would go to end it.

[pages 132–134]

[Have students read from the beginning of page 132 through the first paragraph on page 134.]

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

- o Dr. King argues that anyone who lives in the United States is not an “outsider” anywhere within the country. Racism and injustice impact all Americans, and injustice anywhere in America is a threat to justice everywhere in America.

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

- o Dr. King agrees that it is unfortunate that demonstrations are taking place but asserts that it is even worse that racism and segregation are tolerated—even encouraged—by white society.

Inferential 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”?

- o He first points out that civil rights leaders tried to talk to local leaders (the “city fathers”) but were refused. Therefore, direct action became necessary. He then asserts that people in power—in this case, white society (the “privileged groups”)—will not give up power voluntarily.

Turn and Talk: Remind students that, throughout this unit, Black people have been told over and over to “be patient” regarding their civil rights. Would Dr. King agree? Is “being patient” a principle of nonviolent resistance? Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

[pages 134–135]

[Have students read the rest of the selection.]

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

- o Dr. King gives so many examples to emphasize just how destructive and pervasive racism is in the lives of Black people. The technique is effective because the audience is almost overwhelmed with all the ways segregation impacts people.

Inferential How does Dr. King’s description of his daughter support Justice Earl Warren’s claim in the *Brown v. Board of Education* decision about the mental impact of segregation on children? [If necessary, refer students to pages 72–74 of the Reader.]

- o Dr. King describes how segregation is making his daughter feel inferior to white people and build hatred toward them.

Inferential 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?

- o Possible answer: He is emphasizing that he and the other protestors are not “lawbreakers” who want to challenge every law on the books. They wish only to overturn unjust laws, which Dr. King argues one has a moral obligation *not* to obey. Breaking an unjust law suggests that one respects a higher law than those that have been passed by legislatures—that one respects the concepts of justice, equality, and equity.

Evaluative Can you think of any laws you consider unjust? Explain.

- o Students’ answers will vary.

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

[page 136]

[Have students read from the beginning of page 136 to the end of the last full paragraph.]

Inferential 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.

- o Possible answer: Yes, the fact that segregation was still widespread in the South—and that some southern schools and universities were still not following the law—would seem to prove that people in power (in this case, white people) rarely give up that power without being forced to do so.

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

- o Kennedy responded to the violence in Birmingham as well as the refusal of Alabama governor George Wallace to admit Black students to the University of Alabama by sending in federal troops to enforce the law and by delivering a televised address to the nation condemning segregation as a “moral crisis” and proposing civil rights legislation.

[pages 136–138]

[Have students read the rest of the Background Knowledge section.]

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

- o Medgar Evers was a civil rights leader who worked for the NAACP in Mississippi. He led voter registration drives, worked to integrate the University of Mississippi, and investigated violence against Black people, including Emmett Till’s murder. Because of his activism, Evers himself was often the target of racial violence. He was murdered by a white supremacist in 1963.

Inferential Arlington National Cemetery is a military cemetery in Virginia administered by the U.S. Army. Why do you think Evers was buried there with full military honors?

- o He was a great American hero who fought for equality and freedom, just like the soldiers buried in the cemetery.

[pages 139]

[Have students read page 139.]

Inferential 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?

- o Kennedy was “cautious” about proposing new civil rights laws, as opposed to Dr. King, who argued that “patience” simply played into the hands of segregationists. Kennedy’s caution was due in part to his need for the support of white southern Democrats in Congress.

Inferential Did the main audience for President Kennedy’s speech differ from the main audience for Dr. King’s letter? Explain.

- o As president, Kennedy was addressing all Americans. Dr. King’s letter was directed mainly to white critics of his policies.

[pages 140–142]

[Have students read from the beginning of page 140 to the end of page 142.]

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

- o They agree that injustice toward one group creates a threat of injustice for everyone. There are no real “outsiders” in this situation. Injustice impacts all Americans.

Inferential 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.

- o Kennedy initially talks about what Black people—indeed, all Americans—*should* be able to do, not what they are unable to do. He then goes on to discuss some things they are prohibited from doing. By contrast, Dr. King goes to great length to provide numerous personal examples of the ways segregation impacts his life, his family’s life, and the lives of all minorities. As a white man, Kennedy cannot bring such a personal dimension to this part of the discussion. Students’ opinions about the effectiveness of these approaches will differ.

Inferential Why does Kennedy introduce the topic of slavery into the discussion?

- o Like many other leaders studied in this unit, Kennedy equates segregation with slavery. Any American who does not enjoy full civil rights is not truly free.

Inferential 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?

- o Kennedy asks Congress to pass a series of civil rights laws, so he must think legislation can help to some extent. But he says at least twice that laws are not enough. True change must occur in each human heart. Kennedy seems a bit unsure about demonstrations. He understands why Black people are protesting, but later states that “it cannot be left to increased demonstrations in the streets.” Dr. King would likely agree that true change must happen within each person, but he probably had a more positive viewpoint regarding the need for and effectiveness of demonstrations.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Examine and compare the arguments of Martin Luther King Jr. and John F. Kennedy on civil rights.

Bring students back together, and use the following question to lead a discussion: *How do you think the different experiences and roles of President Kennedy and Dr. King shaped the way they thought about the issue of civil rights?*

- Partner students to discuss the question.
- After partners share ideas, have each pair join another pair to form a group of four. Have pairs share their ideas.

- Have each group of four join another group to form a group of eight. Have those groups share their ideas with each other. Repeat until the whole class forms one discussion group.
- Call on several students to share how their thinking changed over the course of the discussion. Have students cite specific passages in the text that inform their opinions.

DAY 2

MORPHOLOGY

15 minutes

Greek/Latin Roots *aequus*, *dominus*, and *rego*

Practice Roots *aequus*, *dominus*, and *rego*

15 minutes

- Remind students that in Lesson 5 they studied the roots *aequus*, *dominus*, and *rego*.
- Explain that, like most roots, these have evolved into words with meanings that are both concrete (physical) and abstract.
 - o For example, *aequus* originally meant “equal” or “level.”
 - Modern English words that apply this meaning in a concrete way include *equal* (as in measurement) or *equator* (the imaginary line that divides the world in equal halves). A scale with equal weights in each pan will be level.
 - But *equality* can also have more abstract meanings that are analogous to the physical ones. People can be “equal” before the law; they can have (or fight for) “equal rights.” The word *equable* means steady, calm, even-tempered, or levelheaded. *Equanimity* is the quality of being levelheaded and even-tempered.
 - o The root *rego* originally meant “rod” or “rule” (in the sense of measuring something). The idea of measuring something with a rod or ruler evolved into the idea of “measuring” others by ruling over them and keeping them within certain specified bounds. Similarly, *regulation* is the action of determining what measurements or boundaries a thing or activity is allowed to have.
 - o The root *dominus* originally meant “lord,” but by analogy one ball team or political party can “dominate” another. One can have eye or hand dominance, and a group of people can be predominantly female, red-haired, or Irish.

CHALLENGE: As time allows, ask students to find abstract meanings of words containing this lesson’s roots. Invite students to explain how the words’ meanings are related through analogy to the concrete origins of the roots.

- Have students turn to Activity Page 6.4. Briefly review the directions. Tell students to complete the activity page in class or for homework.

Write a Persuasive Essay: Plan

Note to Teacher: Provide resources for students to use in class to research their chosen topics throughout this writing project. Students may need access to sources at several stages as they develop their essays. Sources can be books or online sites. You may want to schedule a time for your class to visit the school library or media center to conduct their own research.

Review

5 minutes

- Remind students that they are using the writing process to write a persuasive essay. Tell students they will be continuing to plan their essays today.
- Briefly review with students the ideas for the persuasive essay that they developed in the homework assignment.
- Have students get out Activity Page 5.6, which they completed for homework. If students have not chosen one of their ideas yet, allow them a few minutes to do so.

SUPPORT: Work with individual students who are having difficulty deciding on a topic. Ask questions about the topics students brainstormed to get to one they seem to feel passionate about and have enough knowledge about to write an informed argument. Alternatively, have students work with a partner who can give feedback about which topics seem to hold the most promise for a strong argument.

Design a Persuasive Essay

20 minutes

- Have students take a look at Activity Page 6.5. Explain that before students begin drafting, they will use a graphic organizer to plan their persuasive essay.
- Remind students that a persuasive essay should have a clear structure:
 - A clearly stated thesis
 - Supporting evidence
 - Reasoning
 - Counterargument(s)
 - A logical and clear conclusion
- Have students turn to Activity Page 6.5. Tell them they will use this graphic organizer to design their persuasive essay.
- Guide students to begin filling out the graphic organizer. Note these points as you go:
 - Consider the order of the reasons and evidence. Many writers prefer to end with their strongest reason, leaving readers with the most convincing information.
 - A conclusion usually includes a restatement of the thesis and brief summary of the reasons, and it often ends with a call to action. A call to action is what the writer wants the audience to believe or do as a result of the argument.

- Have students continue filling out the graphic organizer on Activity Page 6.5.
- Tell students that they can begin adding ideas for a counterargument to their graphic organizer but that they will explore and develop their counterargument more fully in the next lesson.

Wrap Up

5 minutes

- Have a few students share their argument designs with the class.
- Tell students they can continue filling in their graphic organizer on Activity Page 6.5 for homework if they were not able to work on it much during class.

Take-Home Material

Reading

- If students did not complete Activity Page 6.2 during the Reading lesson, have them complete it for homework.
- Ask students to read the selection “The March on Washington: ‘I Have a Dream’” (pages 143–149), then complete Activity Page 6.3 for homework.

Morphology

- Have students take home Morphology Activity Page 6.4 and complete it for homework.

Writing

- If students did not complete Activity Page 6.5 during the Writing lesson, have them work on it for homework.

Lesson 7

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Partners: “Fannie Lou Hamer and Freedom Summer” and “From the Civil Rights Act to Bloody Sunday in Selma”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 6.3 (for review), 7.1, 7.2
DAY 2: Grammar Writing	15 min	Review Transitions	Activity Page 7.4
	30 min	Write a Persuasive Essay: Plan	Activity Page 7.5
Take-Home Material	*	Reading	Activity Pages 7.3, 7.4, 7.5

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Evaluate using different mediums (e.g., print or digital text, video, multimedia) to present a topic or idea. (RI.8.7)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

Integrate visual information with other information in print and digital texts. (RH.6-8.7)

Distinguish among fact, opinion, and reasoned argument in a text. (RH.6-8.8)

Writing

Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1.a)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1.b)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1.c)

Establish and maintain a formal style. (W.8.1.d)

Provide a concluding statement or section that follows from and supports the argument presented. (W.8.1.e)

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.8.2.a)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7)

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (W.8.2.c)

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. (W.8.3.c)

Speaking and Listening

Ask and answer questions about the text. (SL.8.1, SL.8.1.a-d, SL.8.2)

Demonstrate command of formal English when indicated or appropriate. (SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1, L.8.2, L.8.3)

Spell correctly. (L.8.2.c)

Determine or clarify the meaning of unknown words through a range of strategies, including context, word relationships, and the use of a glossary. (L.8.4, L.8.4.a, L.8.4.c, L.8.5.b)

Determine the meaning of domain specific words. (L.8.6)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework assignment on Activity Page 6.3.
- Some students may become upset and/or angry when reading descriptions of racism and violence in these selections. Be prepared to deal with the strong emotions these selections might elicit.
- Write the purpose for reading on the board/chart paper: *Examine how personal testimony is used to argue for civil rights and to expose the violence activists faced.*

Grammar

- Prepare and display the Transitions Anchor Chart found on pages 106–107 of this Teacher’s Guide somewhere in the classroom. You and your students may refer to this Anchor Chart while completing this unit’s Grammar activities.

DAY 1

READING

45 minutes

Partners: “Fannie Lou Hamer and Freedom Summer” and “From the Civil Rights Act to Bloody Sunday in Selma” [pages 150–169]

Review

5 minutes

- Review the previous lesson’s homework. Lead a brief classroom discussion about the assignment. **Ask:** Why do you think the “I Have a Dream” speech is remembered and discussed today? (*Accept reasonable answers. The speech is generally considered a major turning point in the struggle for civil rights. The speech is also powerfully delivered. It continues to remind Americans of what the country should be and the ideals we should strive toward, even if we have not yet fully achieved them.*)

Introduce the Selections

5 minutes

- Tell students they will read the selections “Fannie Lou Hamer and Freedom Summer” and “From the Civil Rights Act to Bloody Sunday in Selma” with a partner.
- Explain that a *testimony* is a statement that offers a firsthand description of an event. When people give testimony in court, they recount what they saw or heard. Tell students that the two selections they will read today are examples of *personal testimonies*—formal statements people made about something they observed or knew about.
- Have students turn to page 150 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selections.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *eligible*.
- Have students find the word on page 150 of the Reader.
- Have students reference Activity Page 7.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.

“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)**

Vocabulary Chart for “Fannie Lou Hamer and Freedom Summer” and “From the Civil Rights Act to Bloody Sunday in Selma”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	tear gas	eligible hesitancy obscure intimidate licks stirring promptly

Vocabulary Chart for “Fannie Lou Hamer and Freedom Summer” and “From the Civil Rights Act to Bloody Sunday in Selma”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Spanish Cognates for Core Vocabulary		<i>elegible</i> <i>obsuro</i>
Multiple-Meaning Core Vocabulary Words		obscure licks stirring
Sayings and Phrases	trip them up swept up raising Cain work my feet on account of	

- Also point out that Activity Page 7.1 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Examine how personal testimony is used to argue for civil rights and to expose the violence activists faced.

Read the Selections

25 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

Explain to students that they will complete Activity Page 7.2 together while reading. You will then use the Activity Page for a wrap-up discussion when you bring the class together at the end of the lesson.

“Fannie Lou Hamer and Freedom Summer”

[pages 150–151]

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

- o The fact that white people in the South tried to stop Black people from voting does support Dr. King’s assertion. White people were in power and wanted things to stay that way.

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

- o Possible answer: The life of a sharecropper is extremely difficult, and it is hard for sharecroppers to get ahead. In a sense, sharecropping is just a step or two above slavery. Hamer likely experienced great hardship because of her background and knew that gaining political power was one way she and other Black people could rise out of poverty. Therefore, she supported the voter registration drive.

SUPPORT: Some critics charge that voter suppression is reemerging in many states, particularly in the South. Such critics believe that strict voter photo ID laws, limited early voting or mail-in voting, and similar practices are designed to make it harder for minorities to cast their ballots. Advocates of such laws state their intent is to prevent voter fraud. Use this link to download the CKLA Online Resources for this unit, where links to additional information about potential voter suppression may be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-PerfectUnion/OnlineResources>

[pages 152–153]

Inferential Why do you think Hamer was fired from her job and ordered to leave the plantation?

- o Hamer was fired and forced to leave the plantation because the white landlord was unhappy with her voter registration activities.

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

- o She led workshops and spoke at meetings across the South, telling her story and encouraging Black people to register to vote. In June 1963 she and other volunteers were arrested in Mississippi and severely beaten in an attempt to silence her.

[pages 153–155]

Inferential 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?

- o White southerners might have felt especially angry at the students. Not only were they from the North, but the students were mostly white. Southerners might have felt the students were “betraying their race” by coming into the South and encouraging Black people to register to vote.

Inferential Why was the Mississippi Freedom Democratic Party (MFDP) formed? Do you think the MFDP represented the people of Mississippi better than the state’s regular Democratic Party? Why or why not?

- o The MFDP was formed because the state’s regular Democratic Party largely consisted of white men. The MFDP included a wide variety of people from various races and walks of life. In that way, the MFDP might have been a better representation of the state than the regular Democratic Party. On the other hand, the MFDP was by its nature probably more progressive than many Mississippians.

[pages 156–160]

SUPPORT: Consider providing students with audio and/or video recordings of Fannie Lou Hamer’s testimony before the credentials committee. Students may also enjoy watching *Fannie Lou Hamer’s America*, a biography of the civil rights activist available online for a small fee. Use this link to download the CKLA Online Resources for this unit, where links to such recordings can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Inferential 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?

- o Students should recognize how ridiculous it is to charge someone with driving a vehicle the wrong color. The bus was clearly stopped to intimidate the people involved with the voter registration drive.

Inferential What do you think is Fannie Lou Hamer’s purpose in telling her story?

- o She wants the audience to understand how Black people are treated simply by trying to register to vote. She is trying to bring publicity to the bigotry and prejudice Black people experience, particularly in the South.

Evaluative Fannie Lou Hamer’s description of her treatment by the police is a primary source. She is describing what happened to her personally. Do you think her personal testimony is more persuasive than a secondary source (for example, a newspaper story) about her treatment would be? Explain.

- o Students’ responses will vary, but most will likely say that hearing testimony directly from the person who experienced an event is more persuasive than a secondary source. The experience of brutality somehow feels more “real” when it is being described by the victim herself.

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

- o Hamer questions whether or not America really is the land of the free and the home of the brave. Her testimony suggests that the country has a long way to go before truly living up to its ideals.

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

[pages 161–162]

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

- o Because Johnson was a southerner from rural Texas, some people probably thought he supported segregation.

Turn and Talk: Ask students to examine the key provisions of the Civil Rights Act of 1964 on page 162. Then have students turn to a partner and talk about which provision they think is most important and why. As time allows, invite a few students to share what they discussed with their partner.

[pages 162–163]

Inferential 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?

- o To be complacent means to be satisfied with the way things are and unaware of further problems. Many Americans believed that passage of the Civil Rights Act of 1964 put an end to bigotry. As has been shown throughout this unit, laws do not necessarily change behaviors or feelings. Passage of the act did not end racial discrimination.

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

- o The murder of Jimmie Lee Jackson by Alabama state troopers sparked the march. March organizers wanted to draw attention to the growing violence and injustice in Alabama.

SUPPORT: Consider showing students images and video clips of the Selma march. Warn students beforehand that they will likely be shocked and upset by the images. Use this link to download the CKLA Online Resources for this unit, where links to images and video clips can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

[pages 164–169]

Literal How old was Sheyann Webb on the day of the Selma to Montgomery march?

- o Sheyann Webb was eight years old.

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

- o She describes the officers as a “blue picket fence” because they were there to prevent the marchers from going any further, in the same way a fence is designed to keep people out of a certain space. The “fence” was blue because blue was the color of the officers’ uniforms.

Evaluative Which images in Webb’s description of the events especially stand out to you? What makes these descriptions memorable?

- o Students’ answers will vary.

Evaluative Examine the illustration and caption on page 166. Which more vividly tells the story of the violence protestors faced during the march: the photo or Webb’s description? Explain.

- o Students’ answers will vary.

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

- o Possible answer: After hearing the way his young daughter was treated, Webb’s father grabbed his shotgun and threatened to shoot the officers who were attacking the crowd. Though he was eventually persuaded to put the gun down, this may be an indication that some Black people had begun to think that nonviolent tactics were not particularly effective.

Think-Pair-Share: After students have read both selections, have them stop and think about what the experiences of Fannie Lou Hamer and Sheyann Webb have in common. After they have time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share their thinking and what they discussed with their partner.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Examine how personal testimony is used to argue for civil rights and to expose the violence activists faced.

Bring students back together, and have them select and rearrange words, phrases, or lines from each personal testimony/primary source to write a poem. The poem should:

- o be composed entirely of language from the sources; and
- o communicate an understanding or idea that connects the selections and helps clarify the purpose for reading.

Partner students to share their poems and discuss similarities, differences, and takeaways. Then call on several students to share how writing and/or discussing their poems helped them understand the purpose for reading for this lesson.

DAY 2

GRAMMAR

15 minutes

Transitions

Review Transitions

15 minutes

- Remind students they learned about transition words and phrases in Grade 7. Ask students to give an example of a transition word or phrase and to explain what it would signal to the person reading or hearing it.
- Show students the Transitions Anchor Chart you prepared in advance. Remind students that transitional words, phrases, and clauses signal a change from one idea to another and indicate how the idea that follows relates to the one that came before.
- Read through the chart with students. Explain that there are three basic types of transition.
 - o Supporting transitions suggest that the idea that follows supports or is like the preceding one.
 - A simple situation in which you would use supporting transitions would be to create a list. In this case you might use supporting transitions such as *and*, *also*, *another*, *additionally*, or *furthermore*.
 - You would also use supporting transitions to write about a chain of events or sequence of steps in a process. Here you might use transitions such as *next*, *second*, *after that*, *then*, or *finally*.

- A supporting transition might suggest that the idea that follows goes even farther in the direction indicated by the preceding one. Some examples are *indeed*, *moreover*, and *in fact*.
- o Contrasting transitions suggest that the idea that follows contradicts or moves in the opposite direction from the preceding one.
 - You might use a contrasting transition to introduce an unexpected or disappointing change of direction. Some examples would be *but*, *however*, and *unfortunately*.
 - You might also use a contrasting transition to introduce a welcome change of direction. Some examples would be *and*, *yet*, *nevertheless*, and *against all odds*.
- o A third type of transition indicates that the relationship between two ideas is one of cause and effect. Some examples of cause/effect transitions are *because*, *therefore*, *as a result*, *due to*, *if . . . then*, and *consequently*.
- Good writers also use phrases and clauses as transitions. These sentence structures allow for more specific and well-developed indications of support, contrast, or causation.
 - o Prepositional and Verbal Phrases
 - *in exactly five minutes* (supporting transition)
 - *much to my surprise* (contrasting transition)
 - *taking the opposite point of view* (contrasting transition)
 - *resulting directly from these actions* (causal transition)
 - o Dependent Clauses
 - *As authorities continued to piece together a motive . . .* (supporting transition)
 - *Although the evidence suggested otherwise . . .* (contrasting transition)
 - *Because the initial investigation wasn't conducted properly . . .* (causal transition)

Transitions Anchor Chart

Supporting Transitions	Contrasting Transitions	Cause/Effect Transitions
and	although	because
also	instead	therefore
another	but	as a result
additionally	however	due to
furthermore	unfortunately	if . . . then
next, second, after that, then, finally	and yet	consequently

Supporting Transitions	Contrasting Transitions	Cause/Effect Transitions
indeed, moreover, in fact	nevertheless	resulting directly from these actions
in exactly five minutes	against all odds	because the initial investigation wasn't conducted properly
as authorities continued to piece together a motive	much to my surprise	
	taking the opposite point of view	
	although the evidence suggested otherwise	

- Have students turn to Activity Page 7.4. Briefly review together the directions. Circulate around the room to be certain that students understand the directions. Tell students to complete the activity page for homework.

WRITING

30 minutes

Write a Persuasive Essay: Plan

Review

2 minutes

- Tell students they will be continuing to plan their persuasive essays today, focusing on developing a counterargument.
- Have students get out Activity Page 6.5, which they have been working on as they design their persuasive essays. Explain that students can add their counterargument to the design once they have discussed ideas with a partner.

Introduce

3 minutes

- Remind students that a persuasive essay is strengthened when you include an opposing view and then explain why it is flawed or incorrect. This opposing view is called a counterargument.
- In their essays, they should do the following:
 - Explain the counterargument.
 - Briefly acknowledge the possible merits of the counterargument in a sentence or two, known as a *concession*, and then include a few sentences that explain why the counterargument is not as strong as the writer's argument. This is called the *refutation* or *rebuttal*.

Partner Discussion

20 minutes

- Have students work with partners to brainstorm ideas about a counterargument to add to their essay designs.
- Have students use Activity Page 7.5 to brainstorm ideas as they discuss. Then have students add the best idea to their plan on Activity Page 6.5.

SUPPORT: Work with individual students to develop a counterargument. Have students share their essay plan with you, and then brainstorm together some possible counterarguments. Ask students to evaluate which one they think would be most compelling to include.

Wrap Up

5 minutes

- Have a few students share their counterarguments with the class.
- Tell students they can continue developing their counterargument or essay design for homework.

Take-Home Material

Reading

- If students did not complete Activity Page 7.2 during the Reading lesson, have them complete it for homework.
- Ask students to read the selection “From Selma to the Voting Rights Act” (pages 170–176), then complete Activity Page 7.3 for homework.

Grammar

- Have students take home Grammar Activity Page 7.4 and complete it for homework.

Writing

- If students did not complete their essay design, including a counterargument, during the Writing lesson, have them complete it for homework.

Lesson 8

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Close Reading: “From Malcolm X to Black Power: By Any Means Necessary” and “Black Power”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 7.3 (for review), 8.1
DAY 2: Grammar Writing	15 min	Practice Making Clear Transitions	Activity Page 8.3
	30 min	Write a Persuasive Essay: Research	Activity Page 8.4
Take-Home Material	*	Reading	Activity Pages 8.2, 8.3, 8.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)

Integrate visual information with other information in print and digital texts. (RH.6-8.7)

Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8)

Writing

Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1.b)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1.c)

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.8.2.a)

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (W.8.2.c)

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events. (W.8.3.c)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.8.7)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9, W.8.9.b)

Speaking and Listening

Ask and answer questions about the text, and engage effectively in collaborative discussions. (SL.8.1, SL.8.1.a-d, SL.8.2, SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1, L.8.2, L.8.3)

Spell correctly. (SL.8.2.c)

Use a variety of strategies to determine the meaning of unknown words and phrases. (L.8.4, L.8.4.a, L.8.4.c, L.8.5.b, L.8.6)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework assignment on Activity Page 7.3.
- Some students may be upset by the rhetoric in Malcolm X's speech. Be prepared to deal with possible confusion, uncertainty, or even anger from some students as they read the selections.
- Write the purpose for reading on the board/chart paper: *Describe and evaluate the arguments and tactics of Malcolm X and the Black Power movement.*

DAY 1

READING

45 minutes

Close Reading: “From Malcolm X to Black Power: By Any Means Necessary” and “Black Power” [pages 177–189]

Review

5 minutes

- Review the previous lesson's homework. Lead a brief classroom discussion about the assignment. **Ask:** How was President Johnson's overall understanding of racial injustice a first step in solving it? (*Accept reasonable answers. President Johnson understood the problem belonged to all American people. He noted that bigotry and injustice were not limited to a single race or region. In fact, discrimination against other groups of people, based on their race or religion, was still prevalent at this time. It was this understanding of the problem that allowed him to see the necessary steps toward solving it.*)

Introduce the Selections

5 minutes

- Tell students they will read the selections “From Malcolm X to Black Power: By Any Means Necessary” and “Black Power.”
- Have students turn to page 177 of the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selections.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *influential*.
- Have students find the word on page 177 of the Reader.
- Have students reference Activity Page 8.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the selection.

“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)

Vocabulary Chart for “From Malcolm X to Black Power: By Any Means Necessary” and “Black Power”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	foster homes pilgrimage commission	influential imposed mature turmoil controversial
Spanish Cognates for Core Vocabulary	<i>comisión</i>	<i>influyente</i> <i>imponer</i> <i>maduro</i>
Multiple-Meaning Core Vocabulary Words	pilgrimage	mature
Sayings and Phrases	in the same boat head-on	

- Also point out that Activity Page 8.1 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Describe and evaluate the arguments and tactics of Malcolm X and the Black Power movement.

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of "From Malcolm X to Black Power: By Any Means Necessary" and "Black Power" are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' comprehension of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect, such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

SUPPORT: If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 8, refer them to Activity Page 8.1.

Have students read aloud or silently. Pause at each point indicated to explain or clarify the text.

"From Malcolm X to Black Power: By Any Means Necessary"

[Have students read the first three entire paragraphs of page 177.]

COMP/Inferential How did the tactics of the "new militancy" differ from those of nonviolent resistance? Why do you think younger civil rights leaders might have been especially attracted to the "new militancy"?

- o As opposed to nonviolent resistance, which taught that protestors should not fight back against those who were hurting them, advocates of the “new militancy” were much more forceful and aggressive. They believed they should, in fact, defend themselves against white violence. They also rejected integration in favor of self-reliance. Younger civil rights leaders might have especially been attracted to this idea after seeing how slowly progress toward civil rights had advanced—even after numerous court decisions and the passage of many civil rights laws.

COMP/Literal What was the Nation of Islam? Who led this group?

- o The Nation of Islam was a Black nationalist group led by Elijah Muhammad.

SUPPORT: Founded in 1930, the Nation of Islam (NOI) combines elements of traditional Islam with Black nationalism. The NOI promotes racial unity and self-help and demands a strict code of discipline among its members. Antisemitic and anti-LGBT statements by NOI leaders over the years, including the current leader at the time of this publication, Louis Farrakhan, have caused some groups, such as the Southern Poverty Law Center to brand the NOI a “hate group.” Use this link to download the CKLA Online Resources for this unit, where links to additional information about the Nation of Islam can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

[Have students read the rest of the Background Knowledge section.]

COMP/Inferential Who was Malcolm X? Why did Malcolm X consider his birth name to be a “slave name”?

- o Malcolm X was a civil rights leader and spokesperson for the Nation of Islam. He considered his birth name, Malcolm Little, to be a “slave name” because it is a European-sounding name—the type imposed upon his ancestors who had been previously enslaved. A native-born African would be unlikely to have the name “Malcolm Little.”

COMP/Inferential Why do you think Malcolm X had never been taught about the history of Black people in school?

- o Possible answer: White people controlled America’s schools when Malcolm X was young, and they had little interest in teaching Black history. Also, by not teaching the truth about Black history, white society retained control of Black people.

COMP/Inferential Why do you think Malcolm X was often accused of promoting hatred of white people?

- o Possible answer: White people at the time expected Black people to be deferential and polite. Malcolm X did not hide his anger and impatience toward white society, which upset many white people.

Turn and Talk: Ask students if they agree with Malcolm X’s assertion that “the white man is in no moral position to accuse anyone else of hate.” Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

[Have students read from the end of page 177 through the last full paragraph on page 181.]

VOC/Inferential Look at the first full paragraph on page 181. Who is Malcolm X's audience here? What does he mean by saying "we're all in the same boat"?

- o In this paragraph, Malcolm X's audience is all Black people. By saying "we're all in the same boat," he means that all Black people suffer racism and bigotry, regardless of their religion or station in life.

LIT/Inferential Look at the second full paragraph on page 181. Has Malcolm X's audience changed? Explain.

- o In this paragraph, Malcolm X seems to be speaking to white people, saying that he and other Black nationalists are not against white people per se but that they are against the things white people are doing to Black people.

[Have students read from the bottom of page 181 through the last full paragraph on page 183.]

VOC/COMP/Inferential What do you think Malcolm X means by the term "Americanism"? Why does he refuse to identify himself as an American? How does this stance compare to previous civil rights leaders you have learned about in this unit?

- o Possible answer: He is referring to the systemic racism that seems to be incorporated into all aspects of American society. He sees himself as a victim of America, not a part of it. This is why he does not identify as an American. This strongly differs from the stance of A. Philip Randolph and Martin Luther King Jr., who thought of themselves as Americans and wanted America to live up to its ideals. Malcolm X seems to think that America is, by nature, racist.

LIT/Inferential What does Malcolm X mean when he says Black people are "beginning to see what they used to only look at"?

- o Possible answer: He means Black people are beginning to understand that white racism is part of the fabric of American society—an intentional feature, not something that can be overcome.

COMP/Inferential Why does Malcolm X seem to have special contempt for white liberals?

- o Possible answer: Political liberals might be expected to want to make American society freer and more equal. Malcolm X is implying that even they do not really want such a society. The civil rights laws they have passed have not made things better.

COMP/Inferential To whom is Malcolm X speaking in the section that begins "Now you're facing a situation"?

- o Possible answer: Here, he seems to be warning white people that Black people have had enough of nonviolent resistance and calls for patience and that they may begin to take more aggressive action soon if they cannot enjoy full freedom.

COMP/Inferential To whom is Malcolm X speaking in the first full paragraph on page 183? How do you know? What point is he making in this paragraph?

- o He is speaking to Black people whose ancestors were enslaved. He is making the point that much of America's prosperity came at the hands of enslaved people, who have not equally shared in its fruits.

Think-Pair-Share: Ask students to think about the difference between equality and power and why the Black Power movement appealed to many Black people. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

[Have students read the rest of the selection]

COMP/Inferential Identify and briefly summarize the three components of Black nationalist philosophy.

- o Political philosophy—Black people should have political power in their own communities; economic philosophy—Black people should be economically self-reliant, own their own businesses, and create jobs in their own communities; social philosophy—Black people should be morally strong.

LIT/Inferential Identify a passage on page 185 that asserts that all people are born free. Does this idea remind you of any other famous American document?

- o Malcolm X says that laws do not make white people free and that they are not needed to make Black people free either. This implies that all people are naturally free and equal, which echoes the sentiments expressed in the Declaration of Independence.

Inferential Summarize the key differences between the arguments and tactics of Malcolm X and Martin Luther King Jr. Can you identify any similarities?

- o Possible answer: Malcolm X was much more skeptical and suspicious of white people than Martin Luther King Jr. was, who seemed to believe in the overall goodness of people of all races. Malcolm X advocated Black self-sufficiency as opposed to integration, which Dr. King advanced. Dr. King also believed that nonviolent resistance was key to ending violence and racial hatred, while Malcolm X believed that nonviolent methods were too slow to achieve significance progress. Both advocated direct action, however, and both wanted better lives for Black people.

SUPPORT: Interested students may enjoy watching the 1992 Spike Lee film *Malcolm X*, starring Denzel Washington. Other films include *The Great Debaters* (2007). Use this link to download the CKLA Online Resources for this unit, where links to additional information about these films can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

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[Have students read pages 186 and 187.]

Inferential Who were the Black Panthers? In what ways did they carry out the Black Power philosophy and tactics advanced by Malcolm X?

- o The Black Panthers were Black nationalists who advocated self-reliance in the Black community. They carried out Malcolm X’s Black Power philosophy and tactics by providing social services to their communities and by fighting back against acts of violence against themselves and other Black people.

Evaluative In your opinion, was the murder of Martin Luther King Jr. a sign that nonviolent tactics would or could not bring about racial justice in America? Explain.

- o Students' responses will vary. Accept all reasonable responses.

[Have students read all the text on page 188 and examine the illustration and caption on page 189.]

Literal What did American athletes Tommie Smith and John Carlos do at the 1968 Olympic Games that became controversial? Why did they do this?

- o During the medal ceremony, Smith and Carlos—who had won the gold and bronze medals, respectively, in the men's 200-meter run—raised their gloved fists in a Black Power salute as the national anthem played. They did this to protest racial injustice in the United States.

Inferential Examine the photo on page 189. How do you think public displays of support for a movement can communicate a message in a different manner to a speech or text? How can the choice of symbolism (for example, the raised fists and black gloves) impact that message? Can you think of recent public displays similar to the one carried out by Smith and Carlos?

- o Students' answers will vary. Depending on the time and place, public displays can often arouse deep emotions. The symbolism of raised fists and black gloves during the playing of America's national anthem made a profound impact on most Americans—some positively, some negatively. There is something brave (and risky) about a person who takes a stand publicly, as opposed to metaphorically “hiding” behind words on a page. Such displays can communicate the seriousness of the message in ways spoken or written words cannot.

Regarding recent public displays, students may mention athletes kneeling during the playing of the national anthem in support of Black Lives Matter or celebrities wearing colored ribbons at awards events to bring attention to various causes and issues.

SUPPORT: Tommie Smith and John Carlos were not the only ones who faced a backlash for demonstrating at the 1968 Olympics. By wearing a badge that read “Olympic Project for Human Rights,” Peter Normal—the white athlete pictured in the famous photo—saw his career essentially destroyed. He was widely condemned in Australia for wearing the badge. Norman died in 2006. Both Tommie Smith and John Carlos spoke at his funeral, where they also served as pallbearers.

Discuss the Selections and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Describe and evaluate the arguments and tactics of Malcolm X and the Black Power movement.

Bring students back together, and write the following statement on the board: *The arguments and tactics of Malcolm X and the Black Power movement were more effective than those of Martin Luther King Jr. and the traditional civil rights movement.*

- o Label the four corners of the classroom, and have students move to the corner that matches their opinion:
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
- o Have students discuss with a neighbor why they moved to that corner.
- o Call on one student from each corner to explain their opinion.
- o Allow students to respectfully question one another's reasoning.
- o Allow students to move to a different corner if their opinion has changed.

DAY 2

GRAMMAR

15 minutes

Transitions

Practice Transitions

15 minutes

- Remind students that in Lesson 7 they reviewed transitional words, phrases, and clauses.
- Tell students that clear transitions are essential to effective persuasive writing. Explain that, because they show the relationship between ideas and the development of an argument from one idea to another, transitions help make an argument easier to follow and more convincing.
 - o Transitions can take the form of transition words or pairs of words, such as *furthermore*, *however*, *therefore*, *if . . . then*, and *not only . . . but also*.
 - o Transitions can also take the form of modifying phrases, such as prepositional, verbal (participial, infinitive, or gerund), or appositive phrases.
 - *Against the recommendation of the chair, the committee passed the resolution.* (prepositional phrase used as contrasting transition)
 - *To make matters worse, the economy took a nosedive.* (infinitive phrase used as supporting transition)
 - *Bankruptcy, the inevitable result of his reckless spending, soon followed.* (appositive phrase used as cause-and-effect transition)
 - o Finally, dependent clauses can be used as transitions.
 - *Damage to trees, which was another result of the tornado's rampage, further reduced the value of the property.* (adjective clause used as a cause-and-effect transition)

- After the jury found the defendant innocent, she was released. (adverb clause used as a supporting transition).
- Have students turn to Activity Page 8.3. Briefly review together the directions. Tell students to complete the next item. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

WRITING

30 minutes

Write a Persuasive Essay: Plan

Review

3 minutes

- Tell students they will be continuing to plan their persuasive essays today.
- Review with students the need to support an argument with evidence from quality sources. Remind students of the following:
 - o The evidence should be **relevant**, or directly and clearly related to the argument.
 - o The evidence should be **sufficient**, or enough to be convincing to the audience.
 - o Sources should be **credible** and **reliable**; that is, they should be created or reviewed by experts and should contain factual, verifiable information.

Find Evidence from Quality Sources

25 minutes

- Explain to students how to evaluate the credibility of a source.
 - o Identify and evaluate the creator of the source. Is the person or organization an expert in the field? What are their credentials? What is their bias? What is the purpose of the source—is it meant to be educational and informative or to sell you something?
- Explain to students how to evaluate the reliability of a source.
 - o Can you confirm facts from the source in another source? Is the source recent enough to have current and relevant information? Is the source free of spelling errors, excessive advertisements, and distracting formatting?
- Use sites such as nasa.gov and smithsonian.org to show students credible sources, and contrast these with examples of commercial sites and blog sites that may have biased or unreliable information.
- Have students find evidence to support their arguments using Activity Page 8.4.

SUPPORT: If students have difficulty evaluating reliable, credible sources, work with them individually or in small groups to find examples of sources, and evaluate them together. Walk them through how to navigate a website to find out who created it, when it was last updated, and why it was created. Talk about how to determine if a source is biased and how to confirm facts in another source to evaluate how reliable the source is.

Wrap Up

2 minutes

- Have a few students share a credible, reliable source with the class and explain how they evaluated it.
- Tell students they can finish their essay planning for homework if they were not able to complete it during class. Students will begin drafting their essays in the next Writing session.

Take-Home Material

Reading

- Ask students to complete the writing prompt activity on Activity Page 8.2 for homework.

Grammar

- Have students take home Grammar/Morphology Activity Page 8.3 and complete it for homework.

Writing

- Have students take home Activity Page 8.4 to complete.

Lesson 9

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Independent: “Cesar Chavez and Dolores Huerta: Fighting for Farmworkers’ Rights”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 8.2 (for review), 9.1, 9.2
DAY 2: Writing	45 min	Write a Persuasive Essay: Draft	Activity Pages 9.4, 9.5
Take-Home Material	*	Reading Writing	Activity Pages 9.3, 9.4

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Writing

Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1.a)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1.b)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1.c)

Establish and maintain a formal style. (W.8.1.d)

Provide a concluding statement or section that follows from and supports the argument presented. (W.8.1.e)

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.8.2.a)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.8.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9, W.8.9.b)

Speaking and Listening

Ask and answer questions about the text and engage effectively in collaborative discussions. (SL.8.1, SL.8.1.a-d, SL.8.2, SL.8.6)

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1, L.8.2, L.8.3)

Spell correctly. (SL.8.2.c)

Use a variety of strategies to determine the meaning of unknown words and phrases. (L.8.4, L.8.4.a, L.8.4.c, L.8.5.b, L.8.6)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework writing assignment on Activity Page 8.2.
- Write the purpose for reading on the board/chart paper: *Examine the fight for farmworkers' rights compared to the civil rights movement.*

DAY 1

READING

45 minutes

Independent: “Cesar Chavez and Dolores Huerta: Fighting for Farmworkers’ Rights”
[pages 190–204]

Review

5 minutes

- Review the previous lesson’s homework. Lead a brief classroom discussion about the writing prompt. **Ask:** Do you think the modern Black Lives Matters movement is best symbolized by Malcolm X or Martin Luther King Jr.? Or do you see aspects of both leaders’ philosophies in BLM? Explain. (*Accept all reasonable responses.*)

Introduce the Selection

5 minutes

- Tell students they will read the selection “Cesar Chavez and Dolores Huerta: Fighting for Farmworkers’ Rights” independently.
- Have students turn to page 190 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.
 - Begin by telling students that the first vocabulary word they will encounter in the selection is *migrant workers*.
 - Have students find the word on page 190 of the Reader.
 - Have students reference Activity Page 9.1 while you read each word and its meaning, noting following:
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the selection.
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, *v.*** 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)

Vocabulary Chart for “Cesar Chavez and Dolores Huerta: Fighting for Farmworkers’ Rights”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	migrant workers proclamation	empower excluded implements pesticides legislators exile humane patrons fast commonplace adequate foreman
Spanish Cognates for Core Vocabulary		<i>excluida, excluido</i> <i>implementars</i> <i>patrons</i> <i>adecuada, adecuado</i>

Vocabulary Chart for “Cesar Chavez and Dolores Huerta: Fighting for Farmworkers’ Rights”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Multiple-Meaning Core Vocabulary Words		empower implements patrons fast
Sayings and Phrases	blaze a trail	

- Also point out that Activity Page 9.1 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

To examine the fight for farmworkers’ rights compared to the civil rights movement.

Read the Selection

25 minutes

Have students read the selections independently and complete Activity Page 9.2.

Note to Teacher: You may choose this time to work with individuals or small groups who need extra support using the guided reading supports below. Have these students read small chunks of text silently before pausing to ask questions. If students’ answers indicate that they are comprehending the text, allow them to read longer chunks before pausing. If students’ answers indicate difficulty in comprehension, have them read aloud

[pages 190–194]

[Have students read the Background Knowledge section.]

Note to Teacher: Tell students that many people today consider the term *illegal immigrant* to be offensive. Instead, terms such as *undocumented immigrant* or *unauthorized immigrant* are preferred by some.

Literal 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)?

- o He worked for Latino and Hispanic civil rights and economic improvements by setting up local chapters of the CSO. These local chapters worked to register voters, help people become citizens, and to provide other services to the Latino and Hispanic population.

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

- o Many migrant workers entered the United States legally but stayed without having or working toward citizenship. For fear of being exposed and due to a lack of community support, people accepted working for very little pay.

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

- o Huerta was an elementary school teacher in California, teaching impoverished children who came to class hungry and in ragged clothes. She decided to help them by working to organize and empower their parents, the farmworkers.

Turn and Talk: Ask students to think about other economic boycotts they have learned about in this unit. Have students turn to a partner and talk about their thoughts and ideas. As time allows, invite a few students to share what they discussed with their partner.

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

- o Chavez led a march of more than 300 miles from Delano to Sacramento, the state capital of California. During this three-week pilgrimage, working people were joined by college students, religious activists, and people from other unions. Televised coverage brought national attention to the grape strike and to the farmworkers who had used it as a bargaining tool.

[pages 194–198]

[Have students read the proclamation (and accompanying background information) on pages 194 to 198.]

Inferential 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 statement echo demands for economic justice that Black people had been making in the 1960s?

- o Black people had also been working in America for hundreds of years yet were not typically treated with equal dignity or given equal pay for their labor. As one example, extremely talented Black baseball players were relegated to the Negro leagues with minimal pay until Jackie Robinson joined major league baseball in 1947. Segregation of schools also continued to contribute to economic injustice. A lesser education often led to fewer economic opportunities. This was the reason for *Mendez v. Westminster* in 1946.

Inferential 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?

- o This was a Biblical reference that symbolized peace and tranquility. Many Jewish and Christian people would have understood and likely been moved by such a reference. The technique of using Biblical references was also used successfully by Martin Luther King Jr. earlier in the decade.

Literal In the same sentence, “It was four years ago that we threw down our plowshares,” to what does the four years literally refer?

- o After the workers had been on strike for many months with no success, they started the grape boycott shortly after the march in 1966. The boycott grew as the strike continued. Finally, the boycott of grapes grown by nonunion growers became a national movement. The movement continued until 1970, when the combined grape strike and the boycotts finally succeeded. These combined efforts, at the time that the proclamation was written, had taken about four years.

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

- o The boycott spread and drew national attention. People refused to buy nonunion grapes, shining a bright light on the poverty wages and poor working conditions endured by those who got food onto tables. In the case of a strike, employers could always hire other workers to get the work done. By bringing together many working people of different ethnicities, such as Filipino Americans and Latino Americans, it was made clear to citizens outside of farmwork that conditions needed to improve. The proclamation appealed to ordinary people who wanted justice.

[pages 198–200]

[Have students read the testimony (and accompanying background information) from near the beginning of page 198 to the bottom of page 200.]

SUPPORT: The United States banned the use of DDT in 1972. It is still used in other countries to kill mosquitoes that spread malaria. Use this link to download the CKLA Online Resources for this unit, where links to further information about DDT can be found: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

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

- o The second fast, which lasted thirty-six days, left Chavez severely weakened. He undertook the fast to bring attention to the use of pesticides, such as DDT, that were ruining the health of many farmworkers. He also pointed to the dangers of these pesticides for consumers.

Inferential 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?

- o Chavez wanted to make the case that not only was the health and safety of farm workers at stake, but the health of other citizens was also at substantial risk. After he stated his position, he backed it up throughout the rest of his talk with statistics and individual examples of how deadly certain pesticides (“economic poisons”) could be. The examples and statistics were then seen in the context of a larger picture.

Evaluative Grape growers accused Chavez of using his second fast to get publicity. How was his response better for the movement than a simple admission that he was working to focus attention on a problem?

- o If Chavez had merely agreed that he was seeking attention, this could easily have turned attention away from the issue and onto Chavez as a person. Instead, his response immediately turned attention back to the issue of health for people working in agriculture.

Inferential 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?

- He supports this fact with two statistics that underline how severe the problem is. First, he states that the disease rate in the agricultural industry is over 50 percent higher than the disease rate in the second-place industry. So workers in farming are subjected to not just a slightly higher health risk but a substantially higher risk. He adds that the rate of disease is three times as high as the average rate of disease in all industry in California.

[pages 201–204]

[Have students read the rest of the selection.]

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

- o Students' answers may vary, but they should generally agree that people have a near-universal and strong aversion to actions that harm young children.

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

- o The list of health issues includes some that are potentially serious as well as just troublesome. One of these is "difficulty in breathing." The list is a way to highlight the dangers of prolonged, consistent exposure at low levels as well as the dangers of immediate exposure to a high level of these poisons.

Literal How does Chavez end his testimony?

- o Cesar Chavez gives an account of the progress the union has made in negotiations with one grower. This illustrates the work that people have done on their own behalf and how much work still needs to be done. The concessions made by the Perelli-Minetti Company (the grower) are steps in the right direction. Even so, knowledge about the pesticides and some level of protection from them are not necessarily sufficient given the previous reports, including the number of deaths.

Inferential How were problems with housing and sanitation faced by migrant workers similar to what Japanese Americans faced during World War II?

- o Housing and sanitation were barely adequate and often inadequate in both situations. When Japanese Americans were sent to barracks, they were given hay mattresses and army cots. The food was poor and not plentiful. The situation faced by migrant workers was similar. Sanitation and drinking water were often absent in the fields until they were demanded. Pay was low, and housing conditions were crowded and not always adequate.

SUPPORT: Interested students may enjoy watching the 2014 biographical film *Cesar Chavez*, starring Michael Peña and America Ferrera. The film is available for rent or purchase on the internet; see the link in the Online Resources for this unit: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Remind students of the purpose for reading:

Examine the fight for farmworkers' rights compared to the civil rights movement.

Use the following question to lead a discussion: *Compare the tactics farmworkers used to gain their rights to those used by civil rights leaders and protestors you have read about thus far.*

- Partner students to discuss the question.
- After partners share ideas, have each pair join another pair to form a group of four. Have pairs share their ideas.
- Have each group of four join another group to form a group of eight. Have those groups share their ideas with each other. Repeat until the whole class forms one discussion group.
- Call on several students to share how their thinking changed over the course of the discussion. Have students cite specific passages in the text that inform their opinions. *(Students should note many of the following: boycotts, marches, comparisons to slavery, references to religion, nonviolent protest, impatience with progress, eloquent speaking, persuasive arguments, and strikes.)*

DAY 2

WRITING

45 minutes

Write a Persuasive Essay: Draft

Introduce

3 minutes

- Remind students that they have completed a design for their persuasive essay. Tell students that today they will use it to begin drafting their essays.
- Display the Writing Process Chart. Note that students have completed the Plan step. Briefly review the design and research students have done in previous lessons. Introduce students to the Drafting step.
- Remind students that, as they draft their persuasive essays, they should end with a strong conclusion, briefly summarizing the argument and providing the reader with a call to action.

Review and Use Transitions

2 minutes

- Show students Activity Page 9.5, which contains guidance for students to add and improve the transitions in their essays.
- Remind students that transitions help link ideas and make the logic of their argument clearer to readers.

Draft a Persuasive Essay

30 minutes

- Have students work independently to begin drafting their persuasive essays on Activity Page 9.4.
- Tell students they should use a formal style for their writing and write with a strong, persuasive tone.
- Remind students of the main structural elements of a persuasive essay and that they should follow their designs carefully.
- As students write, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

SUPPORT: Work with individual students or small groups as needed to develop students' arguments and connect ideas with transitions. Provide additional time if needed to make changes to the design before beginning to draft.

CHALLENGE: Challenge students to include at least one quotation from a source in their writing. Review how to use quotation marks and correctly formatted citations to avoid plagiarism.

Wrap Up

5 minutes

- Have students share.
- Tell students they can continue working on their drafts for homework on Activity Page 9.4

Take-Home Material

Reading

- If students did not complete Activity Page 9.2 during the Reading lesson, have them complete it for homework.
- Ask students to read the selection "Native American Activism: The Occupation of Alcatraz" (pages 205–212), then complete Activity Page 9.3 for homework.

Writing

- Students may continue drafting on Activity Page 9.4 for homework.

Lesson 10

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Partners: “Feminism and the Equal Rights Amendment” and “John Lewis: The Power to Make a Difference”	<i>A More Perfect Union: Voices for Civil Rights in America</i> Activity Pages 9.3 (for review), 10.1, 10.2
DAY 2: Writing	45 min	Write a Persuasive Essay: Spelling Check and Share, Evaluate, Revise	Activity Pages 10.4, 10.5, 10.6
Take-Home Material	*	Reading Writing	Activity Pages 10.3, 10.4, 10.5, 10.6

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Writing

Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1.a)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1.b)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1.c)

Establish and maintain a formal style. (W.8.1.d)

Provide a concluding statement or section that follows from and supports the argument presented. (W.8.1.e)

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.8.2.a)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9, W.8.9.b)

Speaking and Listening

Ask and answer questions about the text and engage effectively in collaborative discussions. (SL.8.1, SL.8.1.a-d, SL.8.2, SL.8.6)

Language

Follow standard English rules for writing, speaking, and listening. (L.8.1, L.8.2, L.8.3)

Spell correctly. (L.8.2.c)

Determine or clarify the meaning of unknown words through a range of strategies, including context, word relationships, and the use of a glossary. (L.8.4, L.8.4.a, L.8.4.c, L.8.5.b, L.8.6)

ADVANCE PREPARATION

Reading

- Be prepared to discuss the homework assignment on Activity Page 9.3.
- The narrative about George Floyd, Rayshard Brooks, Sandra Bland, Breonna Taylor, and others on pages 223–227 may arouse strong emotion in some students. Be prepared to address students’ thoughts and feelings.
- Write the purpose for reading on the board/chart paper: *Determine how arguments for civil rights are linked.*

DAY 1

READING

45 minutes

Partners: “Feminism and the Equal Rights Amendment” and “John Lewis: The Power to Make a Difference” [pages 213–229]

Review

5 minutes

- Review the previous lesson’s homework. Lead a brief classroom discussion about the assignment. **Ask:** Which tactics might Native American activists use to advance their causes? Explain. (*Accept reasonable answers. Many students may mention economic boycotts and/or peaceful, nonviolent protest, as they were effective during the civil rights movement. Pressure for legal action may also be beneficial, though some students may point out that even Supreme Court decisions favorable to civil rights leaders did not end Jim Crow laws and discrimination against Black people.*)

Introduce the Selections

5 minutes

- Tell students they will read the selections “Feminism and the Equal Rights Amendment” and “John Lewis: The Power to Make a Difference” with a partner.
- Have students turn to page 213 in the Reader.

Core Vocabulary

- Preview the core vocabulary words before reading the selection.
- Begin by telling students that the first vocabulary word they will encounter in the selection is *fulfillment*.
- Have students find the word on page 213 of the Reader.
- Have students reference Activity Page 10.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the selection.

“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)

Vocabulary Chart for “Feminism and the Equal Rights Amendment” and “John Lewis: The Power to Make a Difference”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	birthright	fulfillment ambition ultimate calculated evolutionary reform mourners embodied backgrounds compassion readily
Spanish Cognates for Core Vocabulary		<i>ambición</i> <i>ultimo</i> <i>reforma</i>

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

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Multiple-Meaning Core Vocabulary Words	birthright	fulfillment ultimate calculated evolutionary backgrounds readily
Sayings and Phrases	set aside takes root moral obligation	

- Also point out that Activity Page 10.1 includes a list of words that may be challenging to pronounce, so a pronunciation guide is also provided.
- Demonstrate how to pronounce the first word, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Determine how arguments for civil rights are linked.

Read the Selections

25 minutes

Pair students to read the selections together. You may wish to use any or all of the following pairings: strong readers with readers who need more support, readers of similar skill levels, or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

Explain to students that they will complete Activity Page 10.2 together while reading. You will then use the Activity Page for a wrap-up discussion when you bring the class together at the end of the lesson.

“Feminism and the Equal Rights Amendment”

Note to Teacher: Use the acronym NOW (page 214) to remind students how often the theme of patience/impatience has come up in the various selections they have read. **Ask:** In each case, who is calling for patience? Why are they calling for patience? (*Possible answer: People in power are the ones always calling for patience because, as Martin Luther King Jr. observed, they do not want to give up any of their power.*)

[pages 213–217]

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

- o Friedan questioned the idea that all “truly feminine” women would be fully satisfied with raising children and homemaking as their only occupation. She pointed out that not all women were happy with this kind of life. Many wanted opportunities in higher education, in business, or in government. The desire for a home life and other opportunities were not mutually exclusive.

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

- o Major concerns for employed women in the 1970s included equal pay for equal work, and the opportunity to advance to higher-paying positions. For doing work comparable to what men did, women were paid less. Women were also passed over for promotions in favor of men who were less qualified or less experienced.

Evaluative Look again at the current wording of the ERA, the Equal Rights Amendment. How do you think the wording might be changed or expanded to be even more inclusive?

- o Multiple perspectives may include suggestions such as: Equal rights include the right for women or men to be paid for childcare or elder care. Men and women should have time off when a baby or a child is added to a family, because that is equal treatment. Stay-at-home dads should be paid as well as mothers.

Evaluative 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?

- o Multiple perspectives may include views that many women want a family, most women do, or very few women now place this as their only or highest priority. Education, work, political activism, governmental roles, and other spheres of influence can also be successfully combined with raising children in some cases. Some women choose career, then family later.

[pages 217–222]

Literal Who was Shirley Chisholm?

- o Chisholm was the first Black woman elected to the U.S. House of Representatives. She represented her New York district for seven terms. During her time in Congress, Chisholm was a strong advocate for the poor and for equal rights for women.

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

- o Young women with college degrees in 1969 were often assumed to be looking for low-paying, temporary work, such as secretarial work, before settling into marriage and raising children. It was assumed, more often than not, that a woman would give up her career to raise a family. Women were unfairly steered away from more interesting and demanding careers, even when that was plainly their goal.

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

- o Chisholm makes the point that stereotypes are a convenient way to rationalize unjust treatment of other people. In the case of both women expected to be happy doing nothing but homemaking and Black people supposedly happy working for free, the stereotypical view is plainly false. Dismissive terms are a way to imagine that the people being belittled are inferior in some way.

Note to Teacher: Make sure students understand that the term *old darky* on page 219 is highly offensive. Chisholm is using the term ironically.

Evaluative In her speech in support of the Equal Rights Amendment, Chisholm notes “women that do not conform to the system, who try to break with the accepted patterns, are stigmatized as ‘odd’ and ‘unfeminine.’” Do you think this is true today? Explain.

- o Multiple perspectives will likely indicate that many think this is true today, although the areas in which women are stigmatized are sometimes different. The language used against women who hold unpopular views may be noted. Some students will likely state the opinion that this is not true today.

Literal 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?

- o In her speech in support of the ERA, Shirley Chisholm stated that she was “no stranger to race prejudice.” Then she stated that she had been “far oftener discriminated against” because she was a woman than because she was Black.

Literal 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?

- o Chisholm states that the marriage laws are “due for a sweeping reform, and an excellent beginning would be to wipe the existing ones off the books.”

“John Lewis: The Power to Make a Difference”

Note to Teacher: If necessary, refer students to previous lessons involving sit-ins, the Freedom Riders, the March on Washington, and the Selma to Montgomery March. Lewis is pictured in the illustrations on pages 166 and 176.

Note to Teacher: If necessary, refer students to the selection about the murder of Emmett Till on pages 78–84.

[pages 223–225]

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

- o Before Lewis was elected to the U.S. House of Representatives and before he served in Congress for more than thirty years, he was an activist for civil rights. As a young man, Lewis participated in a lunch counter sit-in. His arrest for that did not deter him from participating in the Freedom Rides. He also helped organize the 1963 March on Washington, speaking there before Martin Luther King Jr. spoke.

Inferential 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?

- o Lewis had done a lot of good with his activism and may have wanted to do more by encouraging changes in the law. He was an older man in 1986 than he had been in 1963. The fact that Lewis continued to work toward justice for a lifetime, in different ways, shows a profound commitment. Lewis is remembered for many inspirational quotes, including this one that contains a Biblical reference: “You are a light. You are the light. Never let anyone—any person or any force—dampen, dim or diminish your light.”

Inferential In his 2020 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?

- o From previous readings and from the description of Lewis already given, it should be clear that he was a man of action but peaceful action—or (to use a phrase he is known for) getting into “good trouble.” Lewis endured violence during a sit-in and on a Freedom Ride and also worked for justice using legal action in Congress.

Think-Pair-Share: Ask students why they think John Lewis makes so many references to people like George Floyd and Breonna Taylor in his essay. After they have time to reflect independently, ask students to pair with a partner and share their thinking. As time allows, invite a few students to share their thinking and what they discussed with their partner.

[pages 225–229]

Inferential 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”?

- o He is addressing young people in this essay, printed in *The New York Times*, but is also addressing a national audience. He speaks of events in his youth and also encourages young people to learn the lessons of history.

Literal Lewis refers to “unchecked, unrestrained violence” in his essay. In the sentence noting the violence at Mother Emanuel Church and the concert in Las Vegas, he suggests that something must change if we are to survive as a unified nation. What does he suggest in that sentence?

- o Lewis writes: “If we are to survive as one unified nation, we must discover what so readily takes root in our hearts.”

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

- o It seems unlikely that Lewis would exclude anyone from the moral obligation to speak out and to take other actions to work for justice. He quotes Martin Luther King Jr. to point out that “we are all complicit when we tolerate injustice.” Lewis specifically urges voting and participating in the democratic process as key. He was, after all, a member of Congress for more than thirty years.

Evaluative Lewis states, “Ordinary people with extraordinary vision can redeem the soul of America.” Most of us consider ourselves ordinary people. Do you have or can you imagine having an extraordinary vision to move toward a world that is more just in one particular way?

- o There are many ways this can be answered if multiple perspectives are present or suggested. In his essay, Lewis stated that “humanity has been involved in this soul-wrenching, existential struggle for a very long time.” He points out that “People . . . have stood in your shoes, through decades and centuries before you.” Finally, he notes: “The truth does not change, and that is why the answers worked out long ago can help you find solutions to the challenges of our time.”

Discuss the Selections and Wrap Up the Lesson

10 minutes

Remind students of the purpose for reading:

Determine how arguments for civil rights are linked.
--

Bring students back together, and define for them the term *social identity* (an individual’s sense of who they are based on which social group or groups they belong to). Social identity can create a sense of belonging within individuals. Then lead the class in a short group discussion by asking the following questions.

1. **Inferential** How does identity shape one’s experience?
 - o Answers will vary, but students should recognize that a person’s experiences are strongly influenced by factors such as race, ethnicity, gender, socioeconomic status, etc. Identity not only impacts the way society treats individuals but the way an individual interacts with others.
2. **Inferential** How do you think issues of identity and social justice are linked? How do the arguments of civil rights leaders and protestors reflect identity?
 - o Answers may focus on how identities can be a basis to determine who may have power and privilege and who may be marginalized and oppressed. As illustrated in the selections included in *A More Perfect Union: Voices for Civil Rights in America*, civil rights leaders and protestors used their own identities and experiences to point out injustices to those with power and privilege in order to make positive changes in society.
3. **Inferential** Identify some ways arguments for civil rights are linked.
 - o Answers will vary, but questions of moral obligation and fairness—as well as the objective to live up to the principles upon which the country was founded—are at the heart of the arguments regarding civil rights. Civil rights leaders almost unanimously identify the issues as relevant to all Americans, not just minorities.

If time permits after this lesson or during the Pausing Point, show and discuss the movie *John Lewis: Good Trouble*, available to rent or buy. See the link in the Online Resources for this unit: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>

Write a Persuasive Essay: Spelling Check and Share, Evaluate, Revise**Introduce****5 minutes**

- Display the Writing Process Chart. Tell students that they are almost ready to move on to the revising step. Inform students that in this step they will share their drafts with a peer in a peer conference, as well as give and get feedback. Then students will use their peer's feedback to revise their persuasive essays.
- Have students look over the Write a Persuasive Essay Rubric on Activity Page 10.4. Explain that the rubric describes the criteria on which students' persuasive essays will be assessed. Answer any questions students may have about the rubric.
- Point students to the Peer Review Checklist on Activity Page 10.5. Explain that students will work with a partner to review their persuasive essays using the checklist.

Check Spelling**10 minutes**

- Tell students that they will do a quick spelling check to make sure they eliminate spelling errors before the peer review.
- Review the steps in a spelling check:
 - Read over your writing, and mark any words you are not sure of. Remember to look out for commonly confused words.
 - Use online or print resources to ensure correct spellings and word use.
- Have students complete Activity Page 10.6 to practice checking spelling. Then have students check their drafts for spelling errors.

Review a Peer's Persuasive Essay**15 minutes**

- Pair up students to conduct the peer review. Briefly read aloud the items on the Peer Review Checklist on Activity Page 10.5. Answer any questions students may have.
- Have students review each other's drafts using the Peer Review Checklist. They can also consult the Write a Persuasive Essay Rubric on Activity Page 10.4.
- As students share their persuasive essays and complete Activity Page 10.5, circulate around the room, and provide assistance as needed.

Conduct a Peer Conference**10 minutes**

- When students have completed their review of their peer's persuasive essay, provide them an opportunity to confer with one another to discuss the suggestions recorded on the Peer Review Checklist on Activity Page 10.5.
- Remind students to make their feedback constructive and helpful, focusing on how the persuasive essay can be improved.
- If time remains, allow students to begin revising their essays.

SUPPORT: Work with individual students or pairs to ensure that their evidence is sufficient and relevant and from credible sources. Have students use different colored highlighting to show each reason, its supporting evidence, and the reasoning that explains how the evidence supports the reason or thesis. This way students can see if there are any weak places in their argument.

CHALLENGE: If students complete their revisions easily, have them meet with another peer for a peer review of their revised essay. Sometimes a new perspective can help strengthen an argument further.

Wrap Up

5 minutes

- Have students share with the class the most useful piece of feedback they received from their partner.
- Tell students that they may continue work on their revisions as homework.

Take-Home Material

Reading

- If students did not complete Activity Page 10.2 during the Reading lesson, have them complete it for homework.
- Ask students to complete the writing prompt activity on Activity Page 10.3 for homework.

Writing

- Students may work on revisions as homework.

Lesson 11

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Writing	45 min	Write a Persuasive Essay: Edit and Polish	Activity Page 11.1
DAY 2: Writing	45 min	Write a Persuasive Essay: Publish	*
Take-Home Material	*	Writing	Activity Page 11.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Content Objectives

Explore diverse viewpoints, objectives, and tactics of people who struggled to obtain their civil rights in the United States.

Reading

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)

Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4)

Writing

Write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1.a)

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1.b)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1.c)

Establish and maintain a formal style. (W.8.1.d)

Provide a concluding statement or section that follows from and supports the argument presented. (W.8.1.e)

Write informative/explanatory texts. (W.8.2, W.8.2.b)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.8.2.a)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.8.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.8.5)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W.8.6)

Apply reading standards to literary nonfiction. (W.8.9.b)

Speaking and Listening

Engage effectively in collaborative discussions and delineate a speaker's argument and specific claims. (SL.8.1.a-d, SL.8.3, SL.8.6)

Language

Follow standard English rules for writing, speaking, and listening. (L.8.1, L.8.2, L.8.3)

Spell correctly. (L.8.2.c)

Determine or clarify the meaning of unknown words through a range of strategies, including context, word relationships, and the use of a glossary. (L.8.4, L.8.4.a, L.8.4.c, L.8.5.b, L.8.6)

DAY 1

WRITING

45 minutes

Write a Persuasive Essay: Edit and Polish

Review

5 minutes

- Refer to the Writing Process Chart. Review the steps in the process students have completed so far.
- Tell students they will first have an opportunity to finish their revisions, using the feedback from the peer review. Then they will begin to edit their essays.
- Explain that the editing step provides them with an opportunity to improve their persuasive essay as much as possible.

Prepare to Edit

15 minutes

- Tell students they can now make any final revisions to their persuasive essays.
- Remind students that in the revision step of the writing process, they can make bigger changes to their writing, such as adding more supporting evidence or changing the order of the paragraphs. Also remind students that often, writers make their strongest point last in a persuasive essay.
- Tell students they should consult the Write a Persuasive Essay Rubric and the Peer Review Checklist from the previous session.
- Allow students to read their entire persuasive essay, either to themselves or aloud to a partner, and consider whether there is anything more they would like to change or rework.
- As students revise, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

Edit and Polish a Persuasive Essay

20 minutes

- Have students look at Activity Page 11.1. Tell students they will use the Editing Checklist to guide the editing and polishing process.
- Review the checklist with students and answer any questions before students begin to edit their reports.
- Point out that there are a few places where students can add their own items to the checklist. Have students take a moment to add in any recurring issues they have and would like to check for as they edit.
- Remind students to consult the Write a Persuasive Essay Rubric as needed to make sure they have completed all the requirements.
- Have students work independently to edit and polish their essays.
- As students edit, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

SUPPORT: Work one-on-one with students who still have a lot of revision to do before they can begin to edit. Then, students can complete the editing step as homework.

SUPPORT: Students may work with a partner to edit and polish their persuasive essays. Students may read aloud their essays to their partner or swap essays to check spelling, punctuation, and grammar.

CHALLENGE: If students complete the revision and editing steps and still have time to spare, have them pair up and do a second round of peer review, then make additional revisions and fixes afterward.

Wrap Up

5 minutes

Have several students share their thesis and most persuasive piece of evidence or reasoning with the class.

Write a Persuasive Essay: Publish**Introduce****10 minutes**

- Display the Writing Process Chart. Remind students of the work they have done in the unit so far—planning, drafting, revising, and editing their writing. Publishing is the final step, when a piece of writing is considered finished.
- Explain that publishing a persuasive essay can take different forms.
 - Hold a group presentation session.
 - Publish in a print or online class collection.
 - Hold a class session in which students take turns presenting their essays as persuasive speeches.
- Guide a brief discussion of what option or options students prefer.
- You may wish to guide the class to a consensus or take a class poll to decide which option to use for the whole class. Alternatively, you may wish to let students choose an option and form small groups with likeminded classmates.
- Encourage students to choose a publication method that they have not used so far in this course.

Publish a Persuasive essay**25 minutes**

- Have students publish their persuasive essays using the method chosen.
- As students work, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.
- If time does not allow for all students to publish their reports during this lesson, have them complete the publishing step during the Pausing Point.
- See the Enrichment section of this Teacher Guide for additional ideas.

Wrap Up**10 minutes**

Ask several students to share one or more of the following:

- one new thing they learned through writing the persuasive essay
- one way their own views were challenged or changed by others' essays

Lesson 12

AT A GLANCE CHART

Lesson	Time	Activity	Materials
Unit Assessment	35 min	*	Activity Page 12.1
Unit Feedback Survey	10 min	*	Activity Page 12.2

UNIT ASSESSMENT

45 minutes

- Make sure each student has a copy of Activity Page 12.1. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, students will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text that describes young people's activity in the civil rights movement. The second selection is an informational text that quotes excerpts from dissenting opinions in the *Korematsu v. United States* Supreme Court decision.

These texts were selected using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (achievethecore.org). These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 8. The texts feature core content and domain vocabulary from the *A More Perfect Union: Voices for Civil Rights in America* unit that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned

assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The informational texts used in the reading comprehension assessment, “Youth in the Civil Rights Movement” and “Dissents in *Korematsu v. United States*,” have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core Grades 7–8 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

* To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 <i>Inferential</i>	D	RI.8.1 RI.8.3 RI.8.4 RH.6-8.6
2 <i>Inferential</i>	B	RI.8.1
*3 Part A <i>Literal</i>	C	RI.8.8 RH.6-8.6
*3 Part B <i>Inferential</i>	Underline the words “Dr. King told him and the other children, ‘What you do this day will have an impact on children yet unborn.’”	RI.8.3 RH.6-8.1 RH.6-8.6
4 <i>Inferential</i>	A	RI.8.1 RI.8.2 RI.8.3 RH.6-8.3
5 <i>Inferential</i>	A, B	RI.8.1
*6 Part A <i>Literal</i>	Circle the words “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.’”	RI.8.1 RI.8.6 RI.8.8 RH.6-8.1

Item	Correct Answer(s)	Standards
*6 Part B <i>Inferential</i>	Joan Trumpauer Mulholland believed it was hypocritical to support a church that claimed Jesus loved all races yet allowed only white people to worship there. Her mother strongly disagreed, calling the civil rights movement a “cult.” Mulholland’s mother grew up in Georgia, so she likely believed segregation was acceptable and normal.	RI.8.1 RI.8.3 RI.8.6 RI.8.8 RI.8.9 RH.6-8.1 RH.6-8.6
*7 Part A <i>Literal</i>	B	RI.8.1 RI.8.3
*7 Part B <i>Inferential</i>	Underline the words “moved toward radicalism and Black Power.”	RI.8.3
8 <i>Inferential</i>	D	RI.8.2 RI.8.3 RI.8.6 RH.6-8.2 RH.6-8.6
9 <i>Literal</i>	Underline the sentence “Korematsu was a brave man.”	RH.6-8.8
10 <i>Inferential</i>	A	RI.8.1 RI.8.6 RI.8.9 RH.6-8.1 RH.6-8.2 RH.6-8.6 RH.6-8.8
11 <i>Literal</i>	A	RI.8.1 RI.8.6 RI.8.9 RH.6-8.6
12 <i>Inferential</i>	A	RI.8.3 RI.8.4 RI.8.9 RH.6-8.2
*13 Part A <i>Inferential</i>	A	RI.8.3 RI.8.8 RI.8.9 RH.6-8.3

Item	Correct Answer(s)	Standards
*13 Part B Inferential	Justice Jackson says that Korematsu’s only “crime” is that he is of Japanese ancestry. He points out that being a certain race is “not commonly a crime.” The last sentence of Justice Jackson’s opinion suggests that he believes being a Japanese American would not have been considered a crime by any court before the war began.	RI.8.6 RI.8.9 RH.6-8.2 RH.6-8.4
14 Inferential	They all argue that Korematsu is being singled out—and jailed—solely because of his race. There is no actual evidence that Korematsu has committed a crime or that he is disloyal to the United States. They also argue that such treatment is unconstitutional and goes against the principles upon which the country was founded.	RI.8.2 RI.8.3 RI.8.9

Writing Prompt Scoring

The writing prompt addresses CCSS W.8.1.a, W.8.1.c, W.8.1.d, L.8.1, L.8.2, and L.8.3.

Score	4	3	2	1
Criteria	Student writes a clear, coherent response. Response includes all the following: a comparison of the two texts that responds appropriately to the question. Response has no errors in grammar, spelling, and punctuation. Response organizes information in a clear and logical manner.	Student writes a mostly coherent response. Response includes some of the following: a comparison of the two texts that responds appropriately to the question. Response has few errors in grammar, spelling, and punctuation. Response mostly organizes information or presents information mostly logically.	Student writes a response that omits to compare the two texts fully. Response may be missing a full comparison of the two texts or may not respond adequately to the question. Response has some errors in grammar, spelling, and punctuation. Response shows an attempt to organize information logically.	Student response fails to clearly address the prompt or lacks clarity and organization. Response features many errors in grammar, spelling, and punctuation.

Grammar Answer Key

The Grammar section addresses CCSS L.8.1, L.8.2, and L.8.3.

1. In place of the applause I expected
2. Because of the high price of paper
3. During the cooling process
4. unfortunately
5. In fact
6. Consequently
7. Accompanying the discovery of a new planet
8. Worried that the wall would collapse

9. therefore
10. While firefighters on the ground dug trenches
11. Even though the city prepared extensively

Morphology Answer Key

The Morphology section addresses CCSS L.8.4.b.

1. predominantly
2. equation
3. domain
4. regiment
5. dominate
6. regimen
7. deregulation
8. equate
9. equinox
10. indomitable
11. regime
12. equanimity

UNIT FEEDBACK SURVEY

10 mins

At the conclusion of the unit, students complete the Unit Feedback Survey on Activity Page 12.2. Make sure students know that you respect their opinions and will take seriously all constructive feedback. Please take time to review and react to students' responses and comments. Consider how you might teach the next unit differently to improve learning and students' experiences.

Pausing Point

Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time, we recommend that you use one or more of the Culminating Activities described below or an activity you create.

Pausing Point to Address Assessment Results

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension, grammar, and morphology). Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one-on-one. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist outside the context of the regular classroom.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific selections in a small-group setting with other students who are struggling may be helpful. Choose selections that were not already used for small-group instruction, and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Grammar and Morphology

For additional practice with the grammar and morphology skills taught in this unit, you may wish to have students complete the Grammar and Morphology Pausing Point activity pages provided in the Activity Book (PP.1–PP.2).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 8, consult CKLA Grade 6 and Grade 7 materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

Writing

Redirect students to Activity Page SR.4 (Write a Persuasive Essay Rubric), Activity Page SR.7 (Write a Persuasive Essay Editing Checklist), and their completed persuasive essay. Provide time during the Pausing Point for students to revise and rewrite their essay using all of the above tools. The Write a Persuasive Essay Rubric and Write a Persuasive Essay Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Write a Persuasive Essay Rubric and Write a Persuasive Essay Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in *A More Perfect Union: Voices for Civil Rights in America*, their experience with the unit concepts may be enriched by the following activities. Please preview in advance any third-party resources, i.e., links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

- Ask students to select a contemporary civil rights movement, such as Black Lives Matter or the Immigrant Rights Movement, and compare it with one or more of the movements they have studied in this unit. Have students present their findings in a slideshow or multimedia presentation. Students can use Activity Page E.1 to list the sources they used to create their presentations.
- Music was a big part of the civil rights movement and continues to be a way for artists and activists to express their views about perceived injustices. Have students conduct some research to create a playlist of songs of the civil rights movement using online platforms such as Spotify, SoundCloud, or YouTube. Selections might include songs such as “A Change Is Gonna Come,” “I Am Woman,” “People Get Ready,” “Strange Fruit,” “The Revolution Will Not Be Televised,” “Respect,” and “Which Side Are You On?” Students can use Activity Page E.2 to list the songs on their playlists. Have students write one or two paragraphs about the song they found most compelling or inspirational, and invite selected students to share favorite songs with the class.
- Show and discuss any of the movies recommended in Lessons 2, 3, 4, 6, 7, 8, 9, and 10 that have been already viewed. See the Online Resources for this unit at: <https://www.coreknowledge.org/free-resource/ckla-unit-5-Perfect-Union/OnlineResources>.
- Ask students to make posters and signs for one of the civil rights issues raised in the Reader, such as the fight for voting rights. Alternatively, you may ask students to create collages about civil rights movements and the people involved. Students can use Activity Page E.4 to sketch out a rough draft, but they should use their own materials to create their finished products.

- Ask groups of students to collaborate on a “news report” about a current civil rights movement in another country, such as the women’s protests in Iran, the Hong Kong protest movement, or the Arab Spring movement. Students’ news reports should include audio and video and make some references to selections they have read in the unit. Activity Page E.5 can be used for notes and brainstorming ideas.
- Publication of the persuasive essays in the Writing strand could take the form of a debate, in which students with different views on the same issue present their essays and each has a few minutes to respond to the other’s position. It can also take the form of a panel presentation in which groups of four or five students read aloud their essays and the class votes on which they found the most persuasive.

Teacher Resources

In this section you will find:

- Glossary for *A More Perfect Union: Voices for Civil Rights in America*
- The Writing Process
- Write a Persuasive Essay Rubric
- Write a Persuasive Essay Peer Review Checklist
- Write a Persuasive Essay Editing Checklist
- Proofreading Symbols
- Activity Book Answer Key

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 (**enforced**)

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

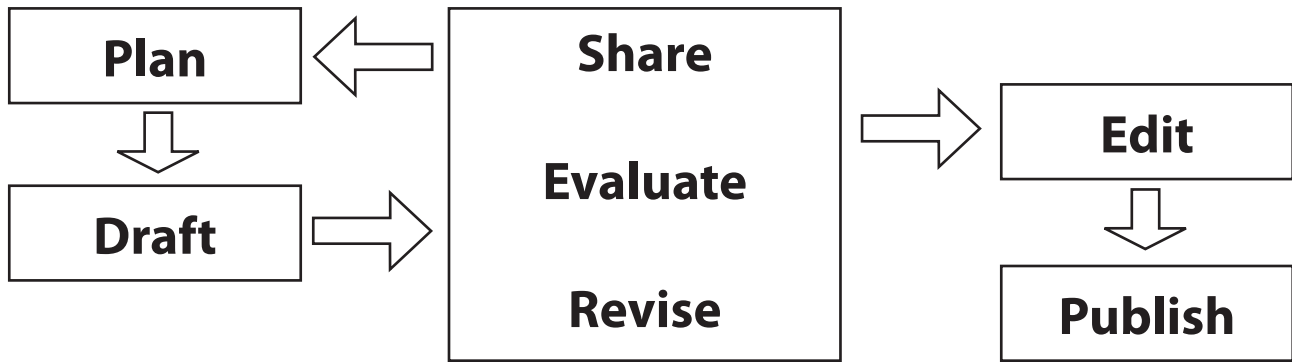
urge, v. to argue or advocate for something

urgent, adj. demanding immediate attention

W

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

The Writing Process



Write a Persuasive Essay Rubric

	Exemplary	Strong	Developing	Beginning
Thesis	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.
Organization and Format	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.
Sources	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.
Conclusion	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.
Language	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 section 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.
Vocabulary	
<ul style="list-style-type: none"> • I have used precise language. • I have used strong verbs. 	
Format	
<ul style="list-style-type: none"> • I have inserted paragraph breaks at logical places in the narrative. • I have titled my writing. • I have included the proper heading, including my name, my teacher's name, the class title, and the date. • I have formatted citations and bibliographies correctly. 	
Grammar	
<ul style="list-style-type: none"> • I have used complete, correctly formed sentences. • I have maintained a formal style. • I have used verb tenses and participles correctly. • I have used verbals, including gerunds and infinitives, correctly. • I have corrected misplaced and dangling modifiers. 	
Spelling	
<ul style="list-style-type: none"> • I have used resources to check my spellings. • I have used commonly confused words correctly. 	
Punctuation	
<ul style="list-style-type: none"> • I have used end marks correctly. • I have used a comma after introductory words, phrases, and clauses. • I have punctuated quotations correctly. • I have used hyphens, ellipses, and dashes correctly. 	

Proofreading Symbols

	Insert
	Insert period
	Insert comma
	Insert apostrophe
	Insert space
	New paragraph
	No new paragraph
	Close up the space
	Capitalize
	Make lowercase (small letter)
	Delete
	Reword
	Move according to arrow direction
	Transpose
	Move to the left
	Move to the right
	Add a letter

NAME: _____

DATE: _____

1.3 TAKE-HOME

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.”

Accept reasonable answers. Most students should recognize that the ruling in the *Plessy* case and the accompanying decades of “separate but equal” facilities go entirely against the freedom and equality that the Constitution says all citizens have. Many may cite Justice Harlan’s comments on this issue and his prediction that the *Plessy* case would poison race relations in the United States for decades to come.

[illegible]

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NAME: _____

DATE: _____

2.2 ACTIVITY PAGE

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?
Randolph was a labor leader and well-known advocate for civil rights and economic opportunity for Black people.
2. What angered Randolph as World War II began?
He was angered because Black people were not allowed to work on good-paying jobs in the defense industry.
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?
Randolph called for the march to protest discrimination in the defense industries.
Roosevelt wanted him to call off the march because he feared it would create civil unrest and perhaps slow down work in the defense factories.
4. Were Randolph's tactics successful? Explain.
Randolph's threat of a march on Washington was successful. Roosevelt desegregated the defense industries in order to stop the march from occurring.

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5. Did Executive Order 8802 desegregate the military? Explain.
No. This executive order prohibited discrimination in the defense industry. Even after
the order was signed, the U.S. armed forces were still almost entirely segregated.
6. To whom is Randolph referring when he mentions "Negroes in Uncle Sam's uniform"? What does he say is happening to these people?
He was referring to Black soldiers serving in the U.S. military. He says that in
some parts of the South, Black soldiers are met with violence by White civilians
and soldiers.
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*?
He is referring to so-called Jim Crow laws that legalize discrimination and
segregation. A definition of the verb *to be Jim Crowed* might be to have one's
liberty restricted.
8. What is Randolph's basic argument?
Randolph's argument is that it is unfair for Black men to fight in the armed forces to
defend democracy when they do not enjoy freedom and equality at home.

10

NAME: _____

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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*?
- Randolph's argument is similar to Harlan's in that they argue that continued
- discrimination and segregation of Black people are symbols or "badges" of slavery and
- mark them as being much like enslaved persons.
-
10. Why did Randolph and other civil rights leaders meet with President Truman in March 1948? Was the meeting successful?
- They met with Truman to urge him to end segregation in the military. The meeting
- was not successful.
-
11. What would Truman's "universal military training" proposal have done? How did Randolph respond to this proposal?
- The proposal would have required all American men between eighteen and twenty-
- two to spend one year in military training. Randolph responded that he would urge
- young men to refuse to serve in such training—or to sign up for the draft—as long as
- the military remained segregated.

11

12. How was Randolph's proposal similar to the actions taken by Homer Plessy?
They both proposed to break the law nonviolently in order to protest an unjust law.

13. How did Randolph think segregation in the military would impact other aspects of American life?
He thought if the federal government allowed segregation, states and private businesses would try to justify it as well.

14. Who was Mohandas Gandhi?
Gandhi was a religious and civil rights leader in India who used civil disobedience to help India gain its independence from Great Britain.

15. Based on the text, define the term *civil disobedience*.
Possible answer: Civil disobedience is nonviolent resistance to unjust laws. It is the refusal to obey an unjust law in order to uphold a higher moral law.

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?
He compares segregation to Jim Crow and British imperialism and contrasts it to democracy. He does so to sharply emphasize the injustice of segregation.

17. Why does Randolph mention Gandhi in his argument? What is the "higher law" to which Randolph refers?
He mentions Gandhi because many Americans—including members of Congress—admired Gandhi and supported his protests. The implication is that anyone who

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2.2 CONTINUED ACTIVITY PAGE

supported Gandhi's arguments should also support Randolph's arguments. The higher moral law is desegregation, justice, and equality.

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.
Answers will vary. Randolph does often specifically mention "military segregation," but he also seems to be condemning the practice of segregation as a whole, as when he says that "racism spells our doom."

19. Why do you think Randolph calls on both white and Black people to resist the draft and protest segregation?
Possible answer: He wants all Americans to recognize that segregation is unjust. He believes this issue impacts everyone, not just minorities.

20. Why does Randolph quote the words from a religious song (a spiritual) in his argument?
Possible answer: Not only does the song refer to slavery, which Randolph equates with segregation, but quoting a religious song gives his argument additional moral weight.

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21. How do you think the elimination of Jim Crow would "save the soul of America"?
Answers will vary, but students should generally understand that by eliminating inequality and injustice, American society grows ever closer to its professed values and a "more perfect union."

22. What reason is given in the executive order for the desegregation of the military?
The order says that the military is being desegregated to maintain the highest standards of democracy and to promote equality of treatment and opportunity for all soldiers.

23. Did the executive order result in the immediate desegregation of the military? Explain.
The order called for the creation of an advisory committee to examine which rules and practices needed to be changed to carry out the desegregation of the military. As the introduction says, desegregation did not "happen overnight." The committee needed time to determine how best to carry out the order.

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2.3 TAKE-HOME

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.

Accept reasonable answers. Students may answer that the desegregation of the armed forces is what Randolph wanted and so Truman's executive order was a victory. Some students may suggest that Randolph had a larger goal than simply the desegregation of the armed forces—Randolph wanted a dismantling of Jim Crow laws throughout America and hoped for "the moral and spiritual progress and safety of our country, world peace, and freedom." In that regard, the desegregation of the armed forces was a step toward Randolph's vision but not a total victory.

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Activity Book Answer Key

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2.5 ACTIVITY PAGE

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

Answer the following questions in complete sentences.

- What happened on December 7, 1941. How did Americans react to this event?
On December 7, 1941, Japan launched a surprise attack on Pearl Harbor, a U.S. Navy base in Hawaii. Many U.S. ships were damaged or destroyed, and more than two thousand Americans were killed. Americans were shocked and angered by the attack, which drew the United States into World War II.
- What was life like for Japanese Americans before the attack on Pearl Harbor? What was it like after the attack?
Even before the attack, Japanese Americans—as well as other Asian Americans—faced prejudice and discrimination. After Pearl Harbor, many white Americans turned their anger toward Japanese Americans and said they could not be trusted. Some government officials believed they were Japanese spies.
- Why did Japanese Americans in particular bear the brunt of anger after Pearl Harbor?
Japanese Americans bore the brunt of anger because the nation of Japan had carried out the attack and white Americans held Japanese Americans responsible in some way for the attack simply because of their ethnicity.

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- What did Executive Order 9066 do?
The order resulted in the forced imprisonment of almost 120,000 Japanese Americans. Not only were these people sent to prison, but they lost many of their possessions because they could bring to the prison camps only what they could carry with them.
- What do most Americans today think about the internment of Japanese Americans during World War II? Explain.
Today most Americans recognize that the internment of Japanese Americans during the war was wrong. The government denied rights to its own citizens even as it was fighting for human rights during the war.
- Why did Congress pass the Civil Liberties Act in 1988?
Congress passed the act to pay reparations to people who had been imprisoned in the camps during the war. The act also apologized for the internment of Japanese Americans.
- What do you think John Tateishi wanted to accomplish by publishing interviews with Japanese Americans who had been interned?
Possible answer: He wanted more people to understand what had happened and what the conditions were like in the camps and to make sure such a violation of rights

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2.5 CONTINUED ACTIVITY PAGE

- never happens again.
- Is the interview with Yuri Tateishi a primary source? Why or why not?
The interview is a primary source because Yuri Tateishi is describing what she saw and experienced herself.
 - What were people feeling about the Tateishi family on the day of the Pearl Harbor attack? How do you know?
People were silently hostile toward the family, staring at them in an angry way. We know this because the family felt uncomfortable, even though no one actually said anything to them.
 - 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?
She is emphasizing the newness of their belongings to show how much they lost when they were forced out of their home. They could not take their nice belongings with them and had to sell them for very little money. This makes the story of their internment even more tragic.

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- What happened on the family's first day at the camp? What do these details contribute to the story?
Everyone was given a number upon their arrival to the camp. Then they were given a meal of “canned wieners and canned spinach.” The housing was not well made, and people slept on hay mattresses. Giving people numbers is dehumanizing, and the food sounds very unappealing. The housing conditions sound extremely uncomfortable. These details emphasize how awful the camps were—and also emphasize how much the family had lost.
- Find some adjectives on page 43 that Yuri Tateishi uses to describe the camp.
Examples include *dark*, *makeshift*, *depressing*, *primitive*, and *cold*. All of these words add to the barren image of the camp.
- 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?
Possible answer: She seems sad and resigned. She says she does not feel bitter because she really had no choice but to comply with the order to relocate to the camp. She felt helpless, saying that no one could “do anything against the government.” The U.S. government as well as white citizens and the white friends and neighbors of Japanese Americans betrayed them.

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2.6 TAKE-HOME

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?

Accept reasonable answers. Students may discuss how the treatment of Japanese Americans betrayed the principles of equality and freedom upon which the country was founded. Most Japanese Americans likely expected to be treated like loyal citizens after the Pearl Harbor attack and were shocked when their neighbors and government turned against them with suspicion and mistrust.

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3.2 ACTIVITY PAGE

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

Answer the following questions in complete sentences.

- What does it mean to say that Jackie Robinson “broke the color line in major league baseball”?
The phrase means that he was the first Black person to play for a major league baseball team.
- 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?
In both cases, a Black person was expected to sit in a segregated section meant only for Black people. Robinson might have been found not guilty because he was an officer and the bus driver did not have the authority to give him orders.
- 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”?
Rickey suspected Robinson would be verbally abused because he knew that racism was widespread throughout America. By wanting a player strong or courageous

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enough not to fight back, Rickey possibly hoped to show white Americans that Black people were good, decent people—just like most others—and therefore win acceptance. White fans might not have easily accepted a Black player who fought back.

- Was Robinson accepted by fans and players when he joined the Dodgers? Explain.
At first it appears that he may not have been widely accepted. The text says that he endured insults and threats. However, he won two prestigious awards in his first two seasons with the Dodgers, showing that his skills were appreciated by at least some fans and sportswriters. Soon, other Black players were playing major league baseball, suggesting that their presence was becoming more accepted by white fans.
- Why do you think Robinson’s number was retired? Why do players across the league wear his number on April 15?
Robinson’s number was retired to honor him as the first Black person to play major league baseball. Players today wear his number on April 15 to remember his accomplishments.
- 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*?
A crazy quilt is a quilt that is made of many different sizes, shapes, and colors—much

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3.2 CONTINUED ACTIVITY PAGE

- like America consists of many different kinds of people. Smith uses this metaphor to emphasize the idea that all Americans are important. He references Wendell Wilkie’s book because it calls for equal rights for nonwhite Americans. Robinson’s participation in the game (as well as Johnny Wright’s) is a step toward recognizing those rights.
- Why does Smith mention the deep South on page 50? Why does he depict Robinson’s deep southern teammates praising him on page 51?
Smith is making the connection between the segregated, Jim Crow South and the impending integration of major league baseball and suggesting that integration—not segregation—is winning. Even the southern players—whom one might expect to dislike Robinson—are supporting him.
- Do you think Jackie Robinson was as overwhelmingly accepted by his teammates and the crowd as Smith suggests? Explain.
Answers will vary. Some students may say that Smith is embellishing the story, based on the information in the Background Knowledge section stating that Robinson endured insults and threats.

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Activity Book Answer Key

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

Answers might include *patient, humble, happy, quiet, and grateful*.

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.

In 1957, federal troops had to be sent to Arkansas to enforce an order to integrate the public schools there. Integration was opposed by Arkansas governor Orval Faubus. It is not unreasonable to conclude that many other southerners opposed integration. Therefore, perhaps Smith's description of Robinson's southern teammates enthusiastically accepting him might not have been entirely accurate, as they might have had similar prejudices.

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?

Robinson is tired of being told he—and other Black people (the "we" at the top of page 53)—must patiently wait for equal rights.

NAME: _____
DATE: _____

3.2
CONTINUED

ACTIVITY PAGE

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

Robinson believes Black people have waited long enough to enjoy full civil rights.

They are entitled to them now. He says that constantly urging patience crushes

the spirit of freedom in Black people and gives hope to people who do not want to

end segregation.

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?

Answers might include *direct, sober, serious, intelligent, and impatient*. In the

letter, Robinson does not come off as the happy-go-lucky individual Wendell

Smith describes.

NAME: _____
DATE: _____

3.3 TAKE-HOME

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?

Accept reasonable answers. Students may have varying opinions on whether or not

Robinson's success as an athlete was helpful for a wider movement to gain civil rights.

Some may suggest that Robinson's performance on the field showed white Americans

that minorities could perform at high levels, while others may point out that, despite

Robinson's on-field success, Jim Crow laws persisted well into the 1950s. Students may

name sports figures such as Megan Rapinoe and Colin Kaepernick, as well as other

celebrities who are known for their advocacy of civil rights.

NAME: _____
DATE: _____

3.5

ACTIVITY PAGE

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?

Both cases found the segregation of public schools to be unconstitutional. The

Mendez case, however, applied only to Mexican American students in California. The

Brown case applied to all schools throughout the country.

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

The Mendez children were not victims of Jim Crow laws because California law did

not specifically require segregation of Mexican Americans, in contrast to laws in the

South that did legally permit segregation.

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

Possible answer: When Gonzalo Mendez was a child, the Hispanic population in the

area was probably not as large, so the white people in the area did not consider them a

threat. Also, farms of the time perhaps did not rely as heavily on the labor of Mexican

American children as they did by the 1940s.

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

The Mexican schools were not the same as white schools. The children attended school for only a half-day, the buildings were run-down, and they lacked sufficient books and supplies.

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

School officials said Mexican American children needed separate schools because they mainly spoke Spanish and did not keep themselves as clean as white children. These were probably not the real reasons. Many Mexican American children spoke English just fine. As the text says, they were needed to work on farms. That and racial prejudice were the likely real reasons.

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

Both cited the Fourteenth Amendment to show that segregation was unconstitutional and violated the principle of “equal protection of the laws.” Marcus’s arguments were also somewhat similar to the claim put forth by Plessy’s lawyers that segregation violated the Thirteenth Amendment, which prohibited slavery. In this case, both argued that segregation—like slavery—was “by its very nature . . . a reminder constantly of inferiority.”

NAME: _____
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3.5
CONTINUED

ACTIVITY PAGE

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

Unlike the original ruling, the appeals court did not find that the segregated schools violated the Fourteenth Amendment. The appeals court simply said that the segregated schools were wrong simply because there was no law requiring them, as there were laws allowing segregated schools for Asian Americans and Native Americans. The appeals court did not 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*?

Lawyers in the *Brown* case argued that segregated schools cause emotional and social damage, much as David Marcus had argued.

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

The first sentence says that the *Mendez* case has nothing to do with racial discrimination. Most students will likely disagree, suggesting that the existence of segregated schools on the basis of race is strong evidence that racial discrimination played a key role in this case.

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

The *Mendez* case specifically states that the Fourteenth Amendment is about social equality as well as political and legal equality. It says that the concept of “separate but equal” is not upheld simply by providing the same facilities and supplies to white and nonwhite schools. “Separate but equal” schools do not provide social equality. By contrast, the *Plessy* decision explicitly stated that the Fourteenth Amendment does not require social equality.

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?

To commingle means to mix together. Commingling is very difficult in a segregated society, where people of different ethnicities are kept apart from one another. The court states that commingling is important because it develops shared values that are necessary for American institutions and ideals to continue. By contrast, the majority opinion in *Plessy* stated that laws cannot undo social prejudices and that commingling can and should only take place if there is “some natural liking for each other.”

NAME: _____
DATE: _____

3.6

TAKE-HOME

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.

Accept reasonable answers. The court agreed that segregated schools violated the equal protection clause of the Fourteenth Amendment but went further than previous decisions in that the concept of social equality was considered as important as political and legal equality. This interpretation would be useful in any instance where people are segregated—be it in schools, public transportation, or other public facilities—because once segregation has been established as being harmful in one situation, it would be difficult to argue that it is not harmful in other situations.

Activity Book

Answer Key

NAME: _____
DATE: _____

4.2 TAKE-HOME

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?
The exact details are not clear, but Emmett Till—a 14-year-old Black boy—had an encounter with a white woman in a country store that some claimed was flirtatious. The woman's husband and his half-brother did not like Till's behavior and murdered him.
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?
She wanted people to see just how brutally her son had been beaten and tortured. When photos of the young man were published, people around the country were outraged and called for justice. His murderers went to trial. However, an all-white jury found them not guilty.
3. What was the “Evil Spirit” that Anne Moody's mother and aunts warned her about?
Possible answer: The “Evil Spirit” is racial hatred.

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4. What do you think Anne's mother was singing the evening she heard about Emmett Till's murder?
She was likely singing a sad song, perhaps a spiritual—Anne says that her mother's singing made her think she had something unpleasant on her mind.

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?
Her mother has likely experienced ill-treatment her entire life because of her ethnicity and knows that, in her community, white people are going to come out on top if there is any kind of conflict between white and Black people.

6. What does Anne's mother mean when she says Emmett Till is “a lot better off in heaven than he is here?”
She means that he will no longer have to endure racial hatred and bigotry.

7. What does Mrs. Burke mean when she says Emmett Till “got out of his place” with a white woman?
Possible answer: She means that he spoke to the white woman in a way he should not have. She believes he had no right to show any interest in her at all, because of their ethnic differences. She clearly believes Black people are inferior to white people.

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4.2 CONTINUED TAKE-HOME

8. Reread the final two paragraphs. How does Anne Moody's identity as a Black woman impact her life?
Possible answer: She seems to be proud of being Black—she knows Mrs. Burke has tried to make her feel inferior and/or afraid but was unable to do so. But Emmett Till's murder has filled her with despair and terror, because she now feels that she might be killed simply for being Black. She will always be Black and therefore feels that she will always be at risk for ill-treatment.

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4.4 ACTIVITY PAGE

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?
The Black community decided to boycott the buses—in other words, to stop riding them. This could be successful because the bus company would lose money if lots of people stopped riding the buses.
2. What were some potential problems with the plan Montgomery's Black community came up with to protest segregation on the city buses?
Boycotts are difficult and only work if lots of people join and continue the boycott for a long time. In Montgomery, bus service was the main means of transportation. People would be very inconvenienced if they stopped riding the buses for a long period of time.
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?
In both cases, the plan was for a Black person to be arrested for sitting in the “White Only” section and then take the case to court to challenge the constitutionality of the law.

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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?

In both cases, nonviolent tactics were used. Nonviolence was likely used to help
generate support for the cause from society in general. It is more difficult to oppose
people who are not being violent than it is to oppose those who are hurting others.

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

Segregated buses were outlawed. Courts ruled that requiring segregation on public
transportation in Montgomery violated the due process and equal protection of the
law clauses of the Fourteenth Amendment.

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

Even before the boycott, Rosa Parks was active in the NAACP. She was arrested a
second time simply for participating in the bus boycott. She later helped register
Black people to vote and founded programs in youth development and civil
rights education.

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4.4 ACTIVITY PAGE
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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?

Possible answer: Black people are a minority in the United States and at the time had
almost no political power. So to get anything changed, at least some powerful white
leaders needed to be on the side of the Black community. Also, if enough white people
came to see the injustice of segregation, societal attitudes might change, which would
then make it easier to change unjust laws. This was the basic premise behind A. Philip
Randolph's desire for young white people to resist the draft in solidarity with young
Black people.

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.

She did not intend to start a boycott. She says she "had no idea" that her action would
lead to the boycott that eventually ended segregation laws. On that day, she had
simply had enough of being treated unfairly.

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

Over 66 percent of riders were Black. If most riders boycotted the buses, the bus
company stood to lose most of its business—and most of its profit.

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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?

Possible answer: Parks says a woman plaintiff would gain more sympathy than a man,
whom whites would presumably regard as more threatening and dangerous. Someone
of high character was also needed, again to avoid even the hint that the plaintiff was
simply a "troublemaker." A plaintiff of good character would also make the cause
seem more moral. This is similar to Branch Rickey's comment about wanting a player
who would not fight back against the insults he would endure—because that would
likely cause people not to support the cause.

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

Parks speaks often in the excerpt about how long Black people had waited for full civil
rights and that "the more we gave in and complied, the worse they treated us." This
echoes Robinson's assertion that patience gives hope to pro-segregationists. Parks
would certainly have agreed with Robinson.

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4.4 ACTIVITY PAGE
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12. Why does Parks refer to the events of her arrest as an "accident"?

She says she did not intend to be arrested that day and would not even have gotten
on the bus had she noticed the driver, with whom she had had problems before and
therefore tried to avoid.

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?

She points out that most bus riders are Black and that the buses could not make a
profit without Black customers. Robinson asks people to use cabs, to walk, or to
carpool. She also suggests that there should be no problem with missing just one day
of school or work as the boycott gets underway.

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

The MIA is again making it clear that the bus company stands to be hurt significantly
if the majority of its customers stop using the buses.

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

The SNCC was a group of students organized by Ella Baker to continue the sit-in movement and work for civil rights in other ways, such as registering Black voters in the South.

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

Possible answer: Some southerners might have suspected people from the North, who advocated integration, were responsible for the movement. They might have claimed that southern Blacks were content to live in a segregated society. The fact that the movement was spearheaded by young Black people from the South showed that this was not true.

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5.3 TAKE-HOME

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?

Television was already one way to get the word out, but direct quotes from people already taking part in the movement were not often featured on TV. Pamphlets would be useful for anyone who wanted to know more. Words from participants would encourage other people to take similar nonviolent actions. Pamphlets were also a way to communicate with people already sympathetic or interested and to avoid direct confrontation with people opposed to the 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?

He accuses the local government of detaining someone for “six months” just for sitting in a waiting room. This may refer to someone underage being classified as a runaway and then being punished for it. Robert was threatened with this before he got on a bus as a Freedom Rider. He suggests that those in the Jackson government should be put behind bars.

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

Robert was subjected to a lot of questions meant to intimidate him, but it started with accusatory questions about Communism. The Red Scare, also known as McCarthyism, was very recent history, having ended only in the late 1950s. An atmosphere of fear and repression lingered. There were people willing to use tactics like this to continue to deny people their civil rights when they could.

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

Segregation was a deeply entrenched social system. Even the people who were disrespected and abused by this system were often willing to go along with it. This was easier than putting forth the energy and taking the many risks involved to bring about change. There were also different state and local laws in place, and people continued to try to enforce these laws. Finally, many people decided to just live their lives within the ongoing social framework, raising children, working, and taking care of the daily business life requires.

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?

The questions asked suggest fear as well as contempt. There may also be confusion as people formerly thought to have a higher social standing begin to confront a

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different reality.

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?

James Bevel, also known as the “Bible Student” in Farmer’s account, was the first one to begin singing. It was loud and at night, and the jailer’s first response was to shout “nervously” that they would have to stop singing because it might wake people up. If that happened, he said, there would be “no telling what they gonna do to you.”

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

There were a lot of poor white people in the South and many who were minimally educated. In many ways, the effects of the Civil War were still a factor. It’s safe to say they feared that what work they had would be taken by others, they feared out of ignorance, and many were likely afraid of retribution at the hands of people they had directly or indirectly harmed.

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

The jailer might have had several motives. He was clearly sympathetic to the Freedom Riders and their cause. He was also afraid to take much action beyond words of comfort. He might have thought the preacher would be someone who could help

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reduce tensions. He might have offered simply because some of the Freedom Riders were singing songs, some of which were likely songs of faith as well as songs claiming their rightful freedom.

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?
- It's hard to find logic where there is no logic or false beliefs. This preacher clearly drew a distinction between people based on their skin color, despite his claim that all men were of "one blood." He did not expound on this point, as there was likely more emotion than logic in his own worldview concerning race. It is likely that he actually believed Black people to be inferior to white people, much as women have been considered inferior to men in many cultures and throughout much of history.
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?
- The jailer's words and actions were ambivalent. As time went on, he expressed more and more that he was sad to be part of such a horrible injustice. His actions at the end

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of this account—his averted glance, his shaking shoulders, his walking away—also show he was moved emotionally. All of this suggests that he was crying. Yet he also expressed a lack of understanding as to why white people would get involved. This reveals a moral weakness or a practical concern with other matters or both. He might understand the necessity of fighting for what's right but still be reluctant to take on the risk involved.

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5.4 ACTIVITY PAGE

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.
having the same rights
2. The home team completely dominated the visitors, beating them 21 to 3.
overpowered
3. The purpose of a thermostat is to regulate the temperature of a house.
control
4. Members of the lower class often suffered from inequity of property, power, and status.
lack of fairness
5. My right hand is dominant, so I always throw a ball with my right hand.
stronger
6. I received a regulation size basketball for my birthday.
official

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7. My trainer thought my performance was inadequate, so she assigned me extra practice.
not good enough
8. In the British military, each regiment has its own distinctive necktie.
a permanent unit of an army
9. The queen made an appropriately regal impression on all she met.
pertaining to a ruler
10. Eventually, the rocking chair achieved a state of equilibrium and stopped moving.
balance
11. The queen sent a proclamation throughout her entire domain.
kingdom
12. The bird population was predominantly seagulls with a few terns and sandpipers.
mostly

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6.2 ACTIVITY PAGE

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”

- How were Henry David Thoreau's actions similar to actions taken by Homer Plessy and Rosa Parks?
They all intentionally broke laws they considered to be unfair and unjust.
- 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?
The concept of *satyagraha* emphasizes holding onto a higher truth than simply obeying the law—but doing it in a nonviolent way. Self-discipline is key. Rosa Parks and the sit-in student protestors, for example, peacefully resisted unjust laws without physically fighting back against those who insulted or even attacked them.
- How do you think Dr. King would contrast passivity with nonviolent resistance?
Possible answer: Passivity means doing nothing at all and simply accepting injustice as something one cannot fight against. Nonviolent resistance is an action. People

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like Rosa Parks and the sit-in protestors actually did things—they just did them in a peaceful way.

- Summarize the events that occurred in Birmingham, Alabama, in April 1963. To whom did Dr. King write the “Letter from Birmingham Jail”?
Martin Luther King Jr., along with members of the Southern Christian Leadership Conference and local civil rights leaders, engaged in a series of nonviolent protests against segregation. Local authorities, led by police chief Eugene “Bull” Connor, responded to the protestors harshly, beating them, spraying them with fire hoses, and using dogs to attack them. Some of the protestors were children as young as elementary school age. Dr. King himself was arrested. While in jail, Dr. King wrote his “Letter from Birmingham Jail” to explain his philosophy of nonviolence to white clergymen who had criticized him and the protests in general.
- What words would you use to describe the photo on page 132? Why do you think the protestors in this photo were willing to be treated like this?
Students will likely respond to the photo with anger and shock. The fact that the protestors were willing to endure such treatment demonstrates not only their bravery and commitment to the cause but also how much racism and segregation had impacted their lives and the lengths they would go to end it.

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- How does Dr. King respond to the argument that “outside agitators” had come to Birmingham to stir up trouble?
Dr. King argues that anyone who lives in the United States is not an “outsider” anywhere within the country. Racism and injustice impact all Americans, and injustice anywhere is a threat to justice everywhere.
- In their article, the white clergymen condemned the demonstrations in Birmingham. How does Dr. King counter them?
Dr. King agrees that it is unfortunate that demonstrations are taking place but asserts that it is even worse that racism and segregation are tolerated—even encouraged—by white society.
- 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”?
He first points out that civil rights leaders tried to talk to local leaders (the “city fathers”) but were refused. Therefore, direct action became necessary. He then asserts that people in power—in this case, white society (the “privileged groups”)—will not give up power voluntarily.

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- Why does Dr. King provide such a long list of examples of how segregation impacts Black people? Is this an effective technique?
Dr. King gives so many examples to emphasize just how destructive and pervasive racism is in the lives of Black people. The technique is effective because the audience is almost overwhelmed with all the ways segregation impacts people.
- 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?
Possible answer: He is emphasizing that he and the other protestors are not “lawbreakers” who want to challenge every law on the books. They wish only to overturn unjust laws, which Dr. King argues one has a moral obligation not to obey. Breaking an unjust law suggests that one respects a higher law than those that have been passed by legislatures—that one respects the concepts of justice, equality, and equity.

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

- 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.
Possible answer: Yes, the fact that segregation was still widespread in the South—and that some southern schools and universities were still not following the law—would

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seem to prove that people in power (in this case, whites) rarely give up that power without being forced to do so.

12. How did President Kennedy respond to the events that occurred in Alabama in 1963? Kennedy responded to the violence in Birmingham as well as the refusal of Alabama governor George Wallace to admit Black students to the University of Alabama by sending in federal troops to enforce the law and by delivering a televised address to the nation condemning segregation as a "moral crisis" and proposing civil rights legislation.

13. Who was Medgar Evers? Summarize the major events of his life. Medgar Evers was a civil rights leader who worked for the NAACP in Mississippi. He led voter registration drives, worked to integrate the University of Mississippi, and investigated violence against Black people, including Emmett Till's murder. Because of his activism, Evers himself was often the target of racial violence. He was murdered by a white supremacist in 1963.

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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?

Kennedy was "cautious" about proposing new civil rights laws, as opposed to Dr. King, who argued that "patience" simply played into the hands of segregationists. Kennedy's caution was due in part to his need for the support of white southern Democrats in Congress.

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

They agree that injustice toward one group creates a threat of injustice for everyone. There are no real "outsiders" in this situation. Injustice impacts all Americans.

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.

Kennedy initially talks about what Black people—indeed, all Americans—*should* be able to do, not what they are unable to do. He then goes on to discuss some things they are prohibited from doing. By contrast, Dr. King goes to great length to provide numerous personal examples of the ways segregation impacts his life, his family's life, and the lives of all minorities. As a white man, Kennedy cannot bring such a personal

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dimension to this part of the discussion. Students' opinions about the effectiveness of these approaches will differ.

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? Kennedy asks Congress to pass a series of civil rights laws, so he must think legislation can help to some extent. But he says at least twice that laws are not enough. True change must occur in each human heart. Kennedy seems a bit unsure about demonstrations. He understands why Black people are protesting but later states that "it cannot be left to increased demonstrations in the streets." Dr. King would likely agree that true change must happen within each person, but he probably had a more positive viewpoint regarding the need for and effectiveness of demonstrations.

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6.3 TAKE-HOME

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?

Bayard Rustin was the cofounder of the Southern Christian Leadership Conference. He had been a leader in the Journey of Reconciliation that inspired the Freedom Rides.

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

People tend to respond to moral imperatives when the case for such an imperative is made using both logic and emotion. Martin Luther King Jr. knew his audience well. There were many people who shared his Christian faith, and there had already been some success with nonviolent approaches such as sit-ins and freedom rides. It's also true that human beings learn best through repetition.

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3. Why was the March on Washington focused on jobs and freedom as the overall theme?
Freedom is not very meaningful if people have no way to earn a living. This was still a
looming issue for Black people in the 1960s.
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?
It is memorable because it is emotionally moving and because of the lyrical quality
of the speech, including repetition. Dr. King was a pastor and a masterful orator. His
speech is filled with patriotic references, references to little children, and appeals to
people of Jewish and Christian faith traditions, at one point using the term "God's
children," a well-understood reference to Biblical scriptures.
5. Why did Martin Luther King Jr. use the statement that "America has given the Negro people a bad check"?
This statement made it clear that Black people in America were suffering from
promises made in bad faith. There were numerous denied opportunities in economic
terms but also in failed promises that everyone in America should have freedom
and justice.

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6.3 TAKE-HOME
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6. How did Dr. King's call for unity between Black and white people show careful wording and careful timing?
Dr. King was careful to stress the urgency of the situation while still framing it in
terms of ongoing peaceful noncompliance. He did not speak in disparaging terms
against the "marvelous new militancy" but emphasized the obvious fact that many
white people had already joined the movement and unity between the races was
needed. About one-quarter of his audience for this speech was white; that would likely
not have been true a decade prior.
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?
Possible answer: One sentence openly states this: "I have a dream that one day . . .
sons of former slaves and the sons of former slave owners will be able to sit down
together at the table of brotherhood." Later, Dr. King hopes that "one day, right here
in Alabama, little black boys and black girls will be able to join hands with little white
boys and white girls as sisters and brothers." He also makes another reference to
"when all of God's children . . . will be able to join hands and to sing."

8. What are some ways a march on Washington was powerful then and might still be powerful today?
The picture of hundreds of thousands of people gathered before the federal
government is a profound reminder of what this nation is supposed to be. The sheer
size of the space is an advantage. It is both a practical and symbolic reminder that our
government is supposed to serve its citizens.

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6.4 ACTIVITY PAGE

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.

Answers will vary. Accept all reasonable responses.

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

Activity Book Answer Key

8. Countries near the equator stay warm the entire year.
an imaginary line dividing Earth into two equal halves between north and south
9. The dominion of the British Empire was once vast and far flung.
area under rule
10. Many people have strong opinions about what appropriate regal behavior involves.
having to do with a king or queen
11. The resistance fighters were celebrated for their indomitable spirit.
unconquerable
12. The equanimity of the judge was remarkable: she quietly listened to the lawyers bluster and then pronounced her ruling.
calmness, steadiness

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7.2

ACTIVITY PAGE

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.
The fact that white people in the South tried to stop Black people from voting does support Dr. King’s assertion. White people were in power and wanted things to stay that way.
2. How do you think Fannie Lou Hamer’s life experiences influenced her decision to become involved in the voter registration drive?
Possible answer: The life of a sharecropper is extremely difficult, and it is hard for sharecroppers to get ahead. In a sense, sharecropping is just a step or two above slavery. Hamer likely experienced great hardship because of her background and knew that gaining political power was one way she and other Black people could rise out of poverty. Therefore, she supported 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?
She led workshops and spoke at meetings across the South, telling her story and encouraging Black people to register to vote. In June 1963 she and other volunteers were arrested in Mississippi and severely beaten in an attempt to silence her.
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?
White southerners might have felt especially angry at the students. Not only were they from the North, but the students were mostly white. Southerners might have felt the students were “betraying their race” by coming into the South and encouraging Black people to register to vote.
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?
Students should recognize how ridiculous it is to charge someone with driving a vehicle of the wrong color. The bus was clearly stopped to intimidate the people involved with the voter registration drive.

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ACTIVITY PAGE

6. What do you think is Fannie Lou Hamer’s purpose in telling her story?
She wants the audience to understand how Black people are treated simply by trying to register to vote. She is trying to bring publicity to the bigotry and prejudice Black people experience, particularly in the South.
7. How does Hamer conclude her testimony? What does her treatment say about America and the ideals it is supposed to represent?
Hamer questions whether or not America really is the land of the free and the home of the brave. Her testimony suggests that the country has a long way to go before truly living up to its ideals.

“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?
Johnson was a southerner from rural Texas, so some people probably thought he supported segregation.

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?

To be complacent means to be satisfied with the way things are and unaware of further problems. Many Americans believed that passage of the Civil Rights Act of 1964 put an end to bigotry. As has been shown throughout this unit, laws do not necessarily change behaviors or feelings. Passage of the act did not end racial discrimination.

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

The murder of Jimmie Lee Jackson by Alabama state troopers sparked the march. March organizers wanted to draw attention to the growing violence and injustice in Alabama.

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

She describes the officers as a “blue picket fence” because they were there to prevent the marchers from going any further, in the same way a fence is designed to keep people out of a certain space. The “fence” was blue because blue was the color of the officers’ uniforms.

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

Possible answer: After hearing the way his young daughter was treated, Webb’s father grabbed his shotgun and threatened to shoot the officers who were attacking the crowd. Though he was eventually persuaded to put the gun down, this may be an indication that some Black people had begun to think that nonviolent tactics were not particularly effective.

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7.3 TAKE-HOME

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?

President Johnson was addressing not only Congress but the American public. His goal with Congress was to get the Voting Rights Act passed; his goal in speaking to the public was to yet again appeal to right and wrong, the inherent “dignity of man,” and “the destiny of democracy.”

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?

Like King, Johnson appealed to a nation with a common understanding of freedom and dignity, despite ongoing failures in the application of these values. Johnson mentioned the Constitution and stated that America is “the first nation in the history of the world to be founded with a purpose.” He spoke of the right of a man “to be treated as a man equal in opportunity to all others.”

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

President Johnson used a listing of specific tactics and let that list make it clear that people were being denied the right to vote on the flimsiest of excuses. He did not

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resort to smearing his opponents or even suggesting what was wrong with people using such methods. Instead, he framed the facts with a speech reminding people how it ought to be.

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?

The Voting Rights Act, which was passed several months after the speech, opens with these words: “An act to enforce the fifteenth amendment to the Constitution of the United States.” To make it plain to all of America that the federal government was ready to enforce the words of his speech, Johnson said, “To those who seek to avoid action by their National Government in their own communities; who want to and who seek to maintain purely local control over elections, the answer is simple: Open your polling places to all your people.”

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

Illiteracy was still higher in the South, and many older Black people were either poorly educated or not educated at that time.

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7.3 TAKE-HOME
CONTINUED

6. President Johnson gave this speech a week after Bloody Sunday in Selma, Alabama. Why might that have been good timing?
- Civil rights issues had been addressed vigorously and with significant successes over the last decade, from the mid-1950s through the mid-1960s. Many ordinary people who were not particularly interested in civil rights for Black people were getting tired of the struggle and the violence. After Bloody Sunday, the tide had turned. More people were either sympathetic or at least willing to make the most obvious concessions to justice to regain some peace.
7. How was President Johnson's overall understanding of racial injustice a first step in solving it?
- President Johnson understood the problem belonged to all American people. He noted that bigotry and injustice were not limited to a single race or region. In fact, discrimination against other groups of people, based on their race or religion, was still prevalent at this time. It was this understanding of the problem that allowed him to see the necessary steps toward solving it.

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7.4 ACTIVITY PAGE

Grammar: Transitions

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

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

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10. Because the weather was so bad, we decided to find an indoor activity. CE
11. Although Emmet studied hard for the test, he ended up not doing very well on it. C
12. Ayesha arrived early so that she could meet the members of the committee before the hearing began. CE

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8.2 ACTIVITY PAGE

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.

Accept reasonable answers.

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8.3 ACTIVITY PAGE

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

- _____ Much to my embarrassment _____, no one thought the joke I made was funny.
- _____ As a result of the sudden rainstorm _____, the baseball game was cancelled.
- _____ After heating the solution to boiling _____, stir into it 50 grams of salt.
- It looked as though our hike was going to be rained out; _____ fortunately _____, the weather took a sudden turn for the sunny.
- The senator doesn't seem to care about passing this bill. _____ Indeed _____, she doesn't seem to care about passing legislation of any kind.
- You have proposed a project that will cost more than twice what our budget allows. _____ As a result _____, we will be forced to vote against it.
- In light of the discovery of water ice and possible life-forms there _____, NASA should make exploration of the new exoplanet a top priority.

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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

- _____ Weakened by the termite damage _____, the old house collapsed quickly when subjected to strong wind.
- The old administration's fiscal policy caused a recession. _____ As a result _____, they lost the next election.
- _____ Owing to supply problems _____, prices continued to rise.
- _____ Because no one in the other party voted for it _____, the amendment did not pass.
- _____ Despite the fact _____ that the bill had wide popular support, the legislature voted against it.

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9.2 ACTIVITY PAGE

Guided Questions for "Cesar Chavez and Dolores Huerta: Fighting for Farmworkers' Rights"

Answer the following questions in complete sentences.

- 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)?
_____ He worked for Latino and Hispanic civil rights and economic improvements by setting up local chapters of the CSO. These local chapters worked to register voters, help people become citizens, and provide other services to the Latino and Hispanic population. _____
- How were the owners of big farms able to pay the migrant workers so little?
_____ Many migrant workers entered the United States legally but stayed without having or working toward citizenship. For fear of being exposed and due to a lack of community support, people accepted working for very little pay. _____
- According to the text, what motivated Dolores Huerta to join with Cesar Chavez to found the National Farm Workers Association (NFWA)?
_____ Huerta was an elementary school teacher in California, teaching impoverished children who came to class hungry and in ragged clothes. She decided to help them by working to organize and empower their parents, the farmworkers. _____

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- What action did Cesar Chavez take in March 1966 to gain support for farmworkers from other citizens?
_____ Chavez led a march of more than 300 miles from Delano to Sacramento, the state capital of California. During this three-week pilgrimage, working people were joined by college students, religious activists, and people from other unions. Televised coverage brought national attention to the grape strike and to the farmworkers who had used it as a bargaining tool. _____
- 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?
_____ Black people had also been working in America for hundreds of years yet were not typically treated with equal dignity or given equal pay for their labor. As one example, extremely talented Black baseball players were relegated to the Negro leagues until Jackie Robinson joined major league baseball in 1947. Segregation of schools also continued to contribute to economic injustice. A lesser education often led to fewer economic opportunities. This was the reason for *Mendez v. Westminster* in 1946. _____

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9.2
CONTINUED ACTIVITY PAGE

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?
- This was a Biblical reference that symbolized peace and tranquility. Many Jewish and Christian people would have understood and likely been moved by such a reference.
- The technique of using Biblical references was also used successfully by Martin Luther King Jr. earlier in the decade.
7. Why do you think the boycott was ultimately more successful than striking alone might have been?
- The boycott spread and drew national attention. People were not buying nonunion grapes, shining a bright light on the poverty wages and poor working conditions endured by those who got food onto tables. In the case of a strike, employers could always hire other workers to get the work done. By bringing together many working people of different ethnicities, such as Filipino Americans and Latino Americans, it was made clear to citizens outside of farmwork that conditions needed to improve.
- The proclamation appealed to ordinary people who wanted justice.

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8. Why did Chavez go on a second fast, called the Fast for Life, in 1988?
- The second fast, which lasted thirty-six days, left Chavez severely weakened. He undertook the fast to bring attention to the use of pesticides, such as DDT, that were ruining the health of many farmworkers. He also pointed to the dangers of these pesticides for consumers.
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?
- Chavez wanted to make the case that not only was the health and safety of farm workers at stake, but the health of other citizens was also at substantial risk. After he stated his position, he backed it up throughout the rest of his talk with statistics and individual examples of how deadly certain pesticides ("economic poisons") could be. The examples and statistics were then seen in the context of a larger picture.
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?
- He supports this fact with two statistics that underline how severe the problem is. First, he states that the disease rate in the agricultural industry is over 50 percent higher than the disease rate in the second-place industry. So workers in farming are subjected to not just a slightly higher health risk but a substantially higher risk. He adds that the rate of disease is three times as high as the average rate of disease in all industry in California.

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9.2
CONTINUED ACTIVITY PAGE

11. Do you think the example of a three-year-old dying from drops of just one pesticide is a powerful, persuasive argument? Explain.
- Students' answers may vary, but they should generally agree that people have a near-universal and strong aversion to actions that harm young children.
12. Why would Chavez list a long paragraph full of lesser health issues as well as citing statistics regarding serious pesticide injury and death?
- The list of health issues includes some that are potentially serious as well as just troublesome. One of these is "difficulty in breathing." The list is a way to highlight the dangers of prolonged, consistent exposure at low levels as well as the dangers of immediate exposure to a high level of these poisons.

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9.3 TAKE-HOME

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?
- The lands set aside were insufficient for the population to begin with. The areas chosen were rocky and nonproductive for agriculture and did not support game or farm animals. Without fresh running water, irrigation, sanitation facilities, oil and mineral rights, or adequate means of transportation, people on these reservations had no reasonable means of supporting themselves. In addition, there were no schools and no industry, so young people wishing to leave and assimilate would be ill-equipped to do so.
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?
- The policy was wrong and another example of promises made to Native Americans being broken. Worse, because government supports were removed, tribes were subjected to state laws and taxes and left with limited power to self-govern. So staying on their own land was once again impossible. Those who relocated were pushed in

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the direction of large cities with little help and little education, leading to poverty in the new location or in their previous home.

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

Because Native Americans had wanted and attempted to live a different lifestyle on reservations, their views and assumptions often clashed with the larger culture when they relocated. In addition, with little education, little social support, and less time to develop proficiency in skilled labor, they faced competition on every front from people who had been part of mainstream culture for years.

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

Native American people pointed out that land that had been taken forcefully was being reclaimed (peacefully, this time) by the same "right of discovery" that had been used against them. After a claim to be "fair and honorable," outrageously unfair compensation was offered for the (forced) "purchase" of the land. Then, to add insult to injury, they promised to set aside a portion of the land for the previous inhabitants, as if making a generous offer.

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NAME: _____ 9.3 TAKE-HOME
DATE: _____ CONTINUED

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

The occupants of the island organized themselves quickly to set up a school for the children, a clinic, and a group to deal with reporters. The setting up of a school indicated a strong desire to prepare the next generation for greater success. The occupation was meant to be more long-term than it actually was. This is also indicated in the proclamation with suggestions that further institutes of higher learning would be created along with the American Indian Spiritual Center, where training in traditional music, dance, and healing would take place.

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

Once again, Native Americans were left to fend for themselves on too little land, with too few resources, both natural and provided. A return to self-determination without adequate federal government support was nearly meaningless.

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

It was similar to the March on Washington in 1963 in that numerous activists actually showed up in person. Going to the United States capital in Washington, D.C., and occupying the headquarters of the Bureau of Indian Affairs made a powerful

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statement demanding civil rights.

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

Peaceful protests and noncompliance were effective in the civil rights movement. Those same strategies have been used and can continue to be used. Pressure for legal action is also effective over time. Reclaiming or maintaining parts of the culture are important for many Native Americans.

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NAME: _____ 10.2 ACTIVITY PAGE
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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*?

Friedan questioned the idea that all "truly feminine" women would be fully satisfied with raising children and homemaking as their only occupation. She pointed out that not all women were happy with this kind of life. Many wanted opportunities in higher education, in business, or in government. The desire for a home life and other opportunities were not mutually exclusive.

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

Major concerns for employed women in the 1970s included equal pay for equal work and the opportunity to advance to higher-paying positions. For doing work comparable to what men did, women were paid less. Women were also passed over for promotions in favor of men who were less qualified or less experienced.

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Answer Key

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?
- Multiple perspectives may include views that many women want a family, most women do, or very few women now place this as their only or highest priority.
- Education, work, political activism, governmental roles, and other spheres of influence can also be successfully combined with raising children in some cases. Some women choose career, then family later.
4. Who was Shirley Chisholm?
- Chisholm was the first Black woman elected to the U.S. House of Representatives.
- She represented her New York district for seven terms. During her time in Congress, Chisholm was a strong advocate for the poor and for equal rights for women.
5. Why was the question "Do you type?" considered an inappropriate question for a young woman with a college degree in 1969?
- Young women with college degrees in 1969 were often assumed to be looking for low-paying, temporary work, such as secretarial work, before settling into marriage and raising children. It was assumed that a woman would give up her career to raise a family. Whether this was the life course chosen was not of consequence to many

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10.2
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- employers. Women were unfairly steered away from more interesting and demanding careers, even when that was plainly their goal.
6. When discussing unfair treatment of women, why does Chisholm reference Black people enslaved on a plantation?
- Chisholm makes the point that stereotypes are a convenient way to rationalize unjust treatment of other people. In the case of both women expected to be happy doing nothing but homemaking and Black people supposedly happy working for free, the stereotypical view is plainly false. Dismissive terms are a way to imagine that the people being belittled are inferior in some way.
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?
- In her speech in support of the ERA, Shirley Chisholm stated that she was "no stranger to race prejudice." Then she stated that she had been "far oftener discriminated against" because she was a woman than because she was Black.

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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?
- Chisholm states that the marriage laws are "due for a sweeping reform, and an excellent beginning would be to wipe the existing ones off the books."
- "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"?
- Before Lewis was elected to the U.S. House of Representatives and before he served in Congress for more than thirty years, he was an activist for civil rights. As a young man, Lewis participated in a lunch counter sit-in. His arrest for that did not deter him from participating in the Freedom Rides. He also helped organize the 1963 March on Washington, speaking there before Martin Luther King Jr. spoke.
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?
- Lewis had done a lot of good with his activism and may have wanted to do more by encouraging changes in the law. He was an older man in 1986 than he had been in

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10.2
CONTINUED

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1963. The fact that Lewis continued to work toward justice for a lifetime, in different ways, shows a profound commitment. Lewis is remembered for many inspirational quotes, including this one that contains a Biblical reference: "You are a light. You are the light. Never let anyone—any person or any force—dampen, dim or diminish your light."
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?
- From previous readings and from the description of Lewis already given, it should be clear that he was a man of action but peaceful action—or (to use a phrase he is known for) getting into "good trouble." Lewis endured violence during a sit-in and on a Freedom Ride and also worked for justice using legal action in Congress.
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."
- He is addressing young people in this essay, printed in *The New York Times*, but is also addressing a national audience. He speaks of events in his youth and also encourages young people to learn the lessons of history.

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12.1
CONTINUED ASSESSMENT

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.

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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.

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12.1
CONTINUED ASSESSMENT

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.

Joan Trumpauer Mulholland believed it was hypocritical to support a church that claimed

Jesus loved all races yet allowed only white people to worship there. Her mother strongly

disagreed, calling the civil rights movement a "cult." Mulholland's mother grew up in

Georgia, so she likely believed segregation was acceptable and normal.

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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' 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

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12.1
CONTINUED ASSESSMENT

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.

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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.

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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.

Justice Jackson says that Korematsu's only "crime" is that he is of Japanese ancestry. He points out that being a certain race is "not commonly a crime." The last sentence of Justice Jackson's opinion suggests that he believes being a Japanese American would not have been considered a crime by any court before the war began.

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12.1
CONTINUED ASSESSMENT

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

They all argue that Korematsu is being singled out—and jailed—solely because of his race. There is no actual evidence that Korematsu has committed a crime or that he is disloyal to the United States. They also argue that such treatment is unconstitutional and goes against the principles upon which the country was founded.

Reading Comprehension Score: ____ of 14 points.

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Activity Book Answer Key

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12.1
CONTINUED ASSESSMENT

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	

- _____ In place of the applause I expected _____, I only got boos and catcalls.
- _____ Because of the high price of paper _____, the company decided to send notices electronically.
- _____ During the cooling process _____, the molten glass becomes less easy to mold.
- We were looking forward to a walk in the woods; _____ unfortunately _____, the forest preserve closed at sunset.
- I want to buy a piano. _____ In fact _____, I want to buy all your pianos.
- Vera was always careful to save 10 percent of her income. _____ Consequently _____, she was prepared when she had an emergency need for money.
- _____ Accompanying the discovery of a new planet _____ was the discovery of its seven moons.
- _____ Worried that the wall would collapse _____, the carpenter reinforced it with crossbeams.

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- Eliminating light pollution was impossible, _____ therefore _____, a trip to the countryside was a high priority for the astronomy club.
- _____ While firefighters on the ground dug trenches _____, planes dropped flame retardant on the wildfire.
- _____ Even though the city prepared extensively _____, the snowstorm overwhelmed it completely.

Grammar Score: _____ of 11 points.

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12.1
CONTINUED ASSESSMENT

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

- mainly or mostly _____ predominantly _____
- a mathematical statement in which two sides are separated by an equal sign
_____ equation _____
- an area over which someone has authority _____ domain _____
- a permanent part of a regular army _____ regiment _____
- to establish power over _____ dominate _____
- a regulated course of something, such as diet, exercise, or medicine
_____ regimen _____
- the removal of control _____ deregulation _____
- to assert that two things are equal _____ equate _____
- the times of the year when the day and the night are of equal duration
_____ equinox _____

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- unconquerable _____ indomitable _____
- a particular type of government or a particular government administration
_____ regime _____
- the quality of calmness, steadiness, and level-headedness _____ equanimity _____

Morphology Score: _____ of 12 points.

Total Score for Unit Assessment: _____ of 37 points.

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PP.1 ACTIVITY PAGE

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

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PP.2 ASSESSMENT

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.



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Unit 5

A More Perfect Union: Voices for Civil Rights in America

Teacher Guide

GRADE 8



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