

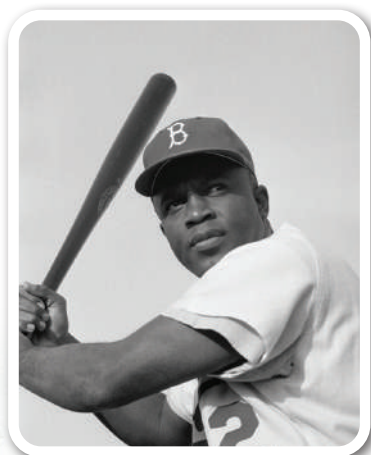


Toward a More Perfect Union



Teacher Guide

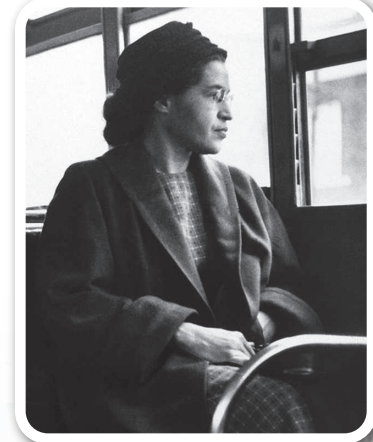
Jackie Robinson



Mabel Ping-Hua Lee



Rosa Parks



Silent Sentinels



Toward a More Perfect Union

Teacher Guide



Creative Commons Licensing

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



You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

Under the following conditions:

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

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

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

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

With the understanding that:

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

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

Copyright © 2023 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

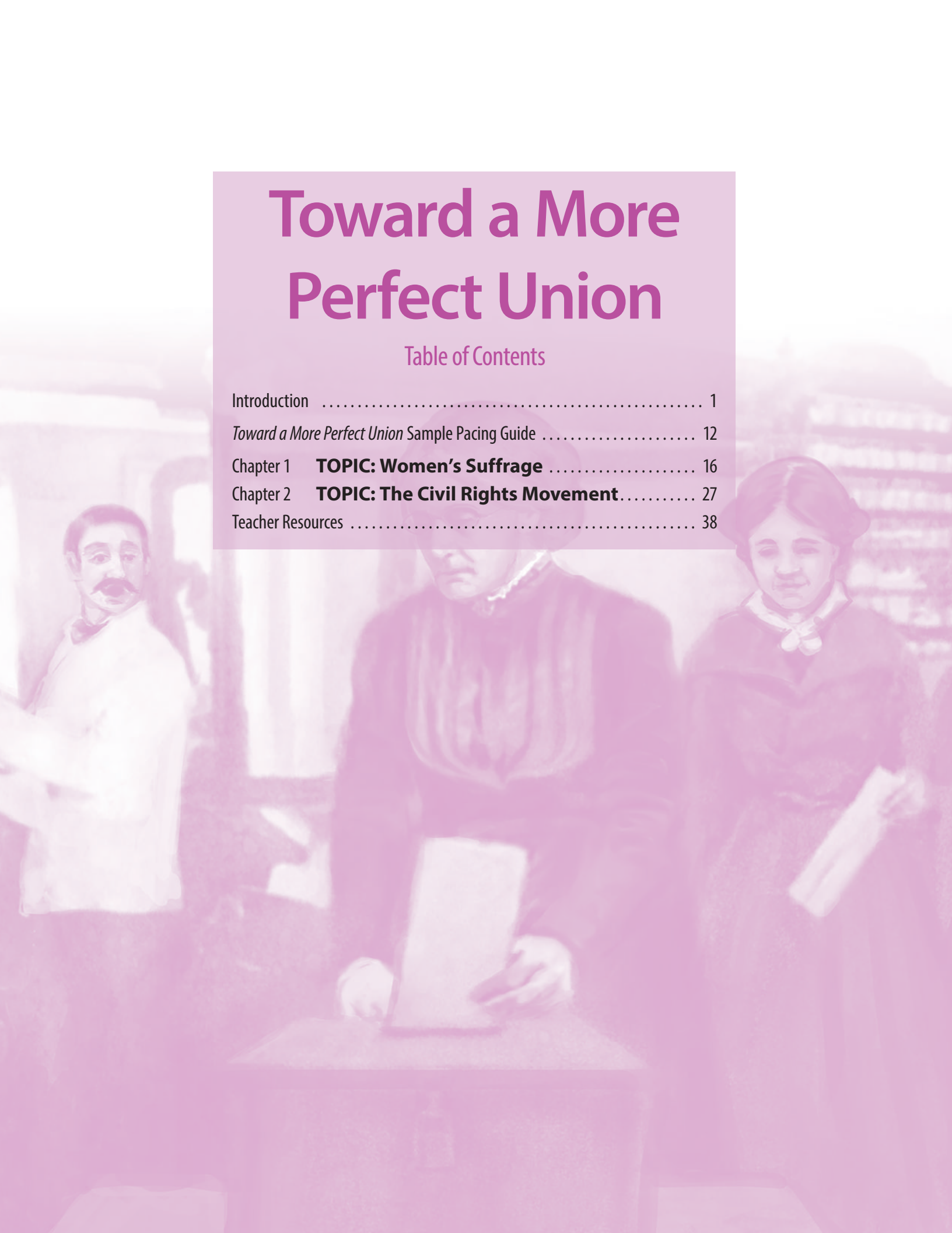
Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-125-5

Toward a More Perfect Union

Table of Contents

Introduction	1
<i>Toward a More Perfect Union</i> Sample Pacing Guide	12
Chapter 1 TOPIC: Women’s Suffrage	16
Chapter 2 TOPIC: The Civil Rights Movement	27
Teacher Resources	38



Toward a More Perfect Union
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 3

Introduction

ABOUT THIS UNIT

The Big Idea

When faced with injustice, ordinary people can make extraordinary changes.

The United States has struggled since its beginning—and continues to struggle today—to put into practice the noble ideas in the Declaration of Independence and the U.S. Constitution, particularly the idea of equality. Many important accomplishments in the nation's history have come from this struggle for justice. Throughout the history of the United States, women and people of color have often been denied equal rights. But during the 1800s and 1900s, many Americans were inspired to fight to achieve the equality promised in America's founding documents.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- importance of studying the past
- causes, effects, events, individuals, and geography of the American Revolution
- foundational American documents, including the Declaration of Independence, U.S. Constitution, and Bill of Rights
- principles included in the U.S. Constitution
- events and impacts of George Washington’s presidency
- role of the U.S. Constitution in creating a framework for American government
- parts of the Constitution
- three branches of government and their responsibilities
- purpose of separation of powers and checks and balances
- how a bill becomes a law
- division of power between the national government and the states through federalism
- ways to demonstrate civic virtues
- how to become a U.S. citizen
- geography, culture, economies, and symbols of the United States associated with the eight geographic regions—New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast—and Alaska and Hawaii
- what the Louisiana Purchase was and how it changed the United States
- Lewis and Clark and the Corps of Discovery, including Sacagawea
- how the United States expanded westward over time
- how life in the West differed from life in the East
- the Oregon Trail
- the idea of manifest destiny
- the impact of transportation technologies, such as covered wagons, flatboats, steamboats, and railroads, on westward expansion
- the California Gold Rush
- the impact of the Homestead Act

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the 1830s to 1983.

1830s	Sojourner Truth begins speaking out about ending slavery and giving women the right to vote.
1848	Elizabeth Cady Stanton writes the Declaration of Sentiments.
1869	Elizabeth Cady Stanton and Susan B. Anthony form the National Woman Suffrage Association.
1870s	After slavery is outlawed in the United States and Reconstruction ended, segregation laws keep African American people separated from white people.
1872	Susan B. Anthony is arrested for voting in the presidential election even though women did not yet have the right to vote.
1914	Mabel Ping-Hua Lee writes that women’s voices are necessary in a democracy.
1917	Alice Paul organizes groups of women to picket at the White House in Washington, D.C., demanding the right to vote.
1920	The Nineteenth Amendment gives women the right to vote. Still, most women of color are prevented from voting.
1947	Jackie Robinson becomes the first African American athlete to play Major League Baseball.
1955	Rosa Parks refuses to give up her seat on a segregated bus. Her actions help start the Civil Rights Movement.

1960	Six-year-old Ruby Bridges becomes the first African American child to attend an all-white elementary school in New Orleans.
1963	Martin Luther King Jr., one of the leaders of the Civil Rights Movement, leads a march on Washington, D.C.
1964	The Civil Rights Act ends legal segregation in the United States. A year later, the Voting Rights Act protects the right to vote.
1983	Congress creates the Martin Luther King Jr. federal holiday.

- impact of westward expansion on Native Americans, including relocation and removal, the reservation system, and armed conflict
 - Trail of Tears
 - Crazy Horse and Sitting Bull
 - Battle of the Little Bighorn
 - massacre at Wounded Knee
- how the issue of slavery divided the North and South after the American Revolution
- why the North was suited for an industrial economy
- how manufacturing came to the United States
- how free enterprise benefits business owners
- what prompted urbanization in the North
- why the South had an agricultural economy
- how the North's demand for cotton affected the slave trade in the South
- the difference between plantations and other types of farms
- the difference between importing and exporting
- how supply and demand affect price
- innovations in transportation, such as the turnpike, steam engine, steamboat, and locomotive
- what caused growing opposition to slavery in the North
- Harriet Beecher Stowe and *Uncle Tom's Cabin*
- the names and achievements of notable abolitionists
- what the Underground Railroad was and how it worked
- why Southern states seceded from the Union
- why the Union went to war against the Confederacy
- when the Civil War became about the issue of slavery
- why President Lincoln issued the Emancipation Proclamation
- what the Emancipation Proclamation did
- history behind Juneteenth
- how the Civil War ended
- which rights are protected by the Thirteenth Amendment
- how we honor Abraham Lincoln today

- Second Industrial Revolution
 - railroads and raw materials
 - inventors and innovations: Alexander Graham Bell (telephone), Thomas Edison (electric power station, electric light bulb), George Washington Carver (agricultural innovations), Henry Ford (Model T, assembly line), Wright brothers (airplane)
 - growth of big business and monopolies: Andrew Carnegie (Carnegie Steel), John D. Rockefeller (Standard Oil)
 - conditions for American workers
 - rise of unions
 - causes and effects of urbanization
 - immigration
- Theodore Roosevelt
 - early life and career
 - conservation efforts as president
 - national parks, landmarks, and sanctuaries

What Students Need to Learn

- how movements to expand suffrage and civil rights reflected the principles in U.S. founding documents
- achievements of women's suffrage movement leaders, including Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott, Sojourner Truth, Alice Paul, and Mabel Ping-Hua Lee
- achievements of leaders of the Civil Rights Movement, including Jackie Robinson, Rosa Parks, and Martin Luther King Jr.

AT A GLANCE

The most important ideas in Unit 6 are the following:

- Women of all backgrounds worked toward suffrage beginning in the 1800s.
- The Nineteenth Amendment, passed in 1920, gave women the right to vote. Still, most women of color were prevented from voting.
- More than seventy years of legal segregation in the United States were the impetus for the Civil Rights Movement in the 1950s and 1960s.
- Reformers fought for legal equality using strategies such as boycotts and sit-ins.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

Toward a More Perfect Union Student Reader—two chapters

Teacher Components

Toward a More Perfect Union Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *Toward a More Perfect Union* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 38.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Toward a More Perfect Union Timeline Card Slide Deck—fourteen individual images depicting significant events and individuals related to women's suffrage and the Civil Rights Movement. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1830s



Chapter 1

1848



Chapter 1

1869



Chapter 1

1870s



Chapter 2

1872



Chapter 1

1914



Chapter 1

1917



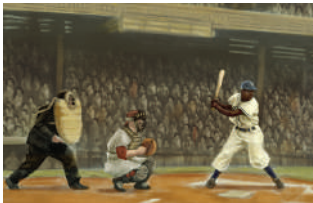
Chapter 1

1920



Chapter 1

1947



Chapter 2

1955



Chapter 2

1960



Chapter 2

1963



Chapter 2

1964



Chapter 2

1983



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 6 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized thematically by developments in the movements for women's suffrage and civil rights. Each chapter discusses one of these movements, but some of the events occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in the *Toward a More Perfect Union* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, Sojourner Truth began speaking out about topics such as ending slavery and giving women the right to vote in the 1830s, while the Nineteenth Amendment was ratified in 1920.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Toward a More Perfect Union* unit is one of seven history and geography units in the Grade 3 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty-five days has been allocated to the *Toward a More Perfect Union* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Framing Question
1	How did women gain the right to vote?
2	How did the Civil Rights Movement end legal segregation in the United States?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	public figure, equal rights, office, convention, movement, suffrage, naturalized, reformer, demonstration, inaugurate, picket, protest
2	civil rights, segregation, discrimination, boycott, Civil Rights Movement, civil disobedience


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 50–53. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Collier, Bryan. *We Shall Overcome*. New York: Orchard Books, 2021.

Hooks, Gwendolyn. *If You Were a Kid During the Civil Rights Movement*. Illustrated by Kelly Kennedy. New York: Scholastic Books, 2017.

Khan, Brooke. *Home of the Brave: An American History Book for Kids; 15 Immigrants Who Shaped U.S. History*. Emeryville, CA: Rockridge Press, 2019.

King, Martin Luther, Jr. *I Have a Dream*. Illustrated by Kadir Nelson. New York: Anne Schwartz Books, 2012.

Lewis, John, and Andrew Aydin. *March*. Illustrated by Nate Powell. Marietta, GA: Top Shelf Productions, 2016.

McDonough, Yona Zeldis. *Who Was Sojourner Truth?* Illustrated by Jim Eldridge. New York: Grossett & Dunlap (Penguin Random House), 2015.

Meltzer, Brad. *I Am Jackie Robinson*. Illustrated by Christopher Eliopoulos. New York: Rocky Pond Books, 2015.

Meltzer, Brad. *I Am Martin Luther King, Jr.* Illustrated by Christopher Eliopoulos. New York: Rocky Pond Books, 2016.

Murphy, Claire Rudolf. *Marching with Aunt Susan*. Illustrated by Stacey Schuett. Atlanta, GA: Peachtree, 2017.

Pollack, Pam, and Meg Belviso. *Who Was Susan B. Anthony?* Illustrated by Mike Lacey. New York: Penguin Workshop, 2014.

Rappaport, Doreen. *Elizabeth Started All the Trouble*. Illustrated by Matt Faulkner. New York: Little, Brown Books for Young Readers, 2016.

Waters, Michael W. *Liberty's Civil Rights Road Trip*. Illustrated by Nicole Tadgell. Louisville, KY: Westminster John Knox Press, 2021.

TOWARD A MORE PERFECT UNION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Toward a More Perfect Union

"Women's Suffrage" Core Lesson (TG & SR, Chapter 1)	"Women's Suffrage" Core Lesson (TG & SR, Chapter 1)	"Primary Source: Excerpt from the Declaration of Sentiments (1848)" (TG & SR, Chapter 1, AP 1.2)	"The Fight for Women's Rights" (TG, Chapter 1 Additional Activities)	"The Fight for Women's Rights" (TG, Chapter 1 Additional Activities)
--------------------------------------------------------	--------------------------------------------------------	-----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------	-------------------------------------------------------------------------

Week 2

Day 6



Day 7

Day 8

Day 9

Day 10

Toward a More Perfect Union

 "PRIMARY SOURCE ACTIVITY: Suffrage Photograph Analysis" (TG, Chapter 1 Additional Activities, AP 1.2)	"Susan B. Anthony" (TG, Chapter 1 Additional Activities)	"Susan B. Anthony" (TG, Chapter 1 Additional Activities)	"Susan B. Anthony" (TG, Chapter 1 Additional Activities)	 "PRIMARY SOURCE ACTIVITY: Sojourner Truth's Ain't I a Woman?" (TG, Chapter 1 Additional Activities, AP 1.2)
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	-------------------------------------------------------------	-------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Week 3

Day 11


Day 12

Day 13

Day 14

Day 15

Toward a More Perfect Union

 "Who Was Mabel Ping-Hua Lee?" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"The Civil Rights Movement" Core Lesson (TG & SR, Chapter 2)	"The Civil Rights Movement" Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.1)	"Primary Source: March on Washington (1963)" (TG & SR, Chapter 2, AP 1.2)
------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------	-----------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------

Week 4

Day 16


Day 17

Day 18

Day 19

Day 20

Toward a More Perfect Union

"Jackie Robinson: American Icon" (TG, Chapter 2 Additional Activities)	"Rosa Parks: Civil Rights Icon" (TG, Chapter 2 Additional Activities)	"PRIMARY SOURCE ACTIVITY: Where Rosa Parks Sat" (TG, Chapter 2 Additional Activities, AP 1.2)	 "Reverend T. J. Jemison and the Baton Rouge Bus Boycott" (TG, Chapter 2 Additional Activities, NFE 1)	"PRIMARY SOURCE ACTIVITY: Martin Luther King Jr. and the Fight for Civil Rights" (TG, Chapter 2 Additional Activities, AP 1.2)
---------------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------

Week 5

Day 21


Day 22

Day 23

Day 24

Day 25

Toward a More Perfect Union

 "PRIMARY SOURCE ACTIVITY: Dr. King's Dream" (TG, Chapter 2 Additional Activities, AP 1.2)	"Read Aloud: I Am Ruby Bridges" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 6 Performance Task Assessment	Unit 6 Performance Task Assessment
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	----------------------	------------------------------------	------------------------------------

TOWARD A MORE PERFECT UNION PACING GUIDE

_____’s Class

(A total of twenty-five days has been allocated to the *Toward a More Perfect Union* unit in order to complete all Grade 3 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Toward a More Perfect Union

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Toward a More Perfect Union

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Toward a More Perfect Union

--	--	--	--	--

Week 4

Day 16 **Day 17** **Day 18** **Day 19** **Day 20**

Toward a More Perfect Union

--	--	--	--	--

Week 5

Day 21 **Day 22** **Day 23** **Day 24** **Day 25**

Toward a More Perfect Union

--	--	--	--	--

CHAPTER 1

TOPIC: Women's Suffrage

The Framing Question: How did women gain the right to vote?

Primary Focus Objectives

- ✓ Compare what life was like for women in the United States in the nineteenth century and now. (3.5)
- ✓ Describe the contributions of Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Alice Paul, and Mabel Ping-Hua Lee to the women's suffrage movement. (3.6.a)
- ✓ Explain the significance of the women's suffrage movement in the United States. (3.7)
- ✓ Explain how the language and principles of the founding documents of the United States influenced the women's suffrage movement. (3.10.e, 3.11)
- ✓ Understand the meaning of the following domain-specific vocabulary: *public figure, equal rights, office, convention, movement, suffrage, naturalized, reformer, demonstration, inaugurate, picket, and protest.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Women's Suffrage":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)

public figure, n. a person who is well known or famous (2)

Example: A woman living in the 1830s had few rights and was rarely a public figure.

Variations: public figures

“equal rights” (phrase) the freedoms and legal protections guaranteed to all citizens (4)

Example: In the 1800s, many women began working for equal rights.

office, n. a position of leadership (4)

Example: In the 1800s, laws stated that women could not vote or hold government office.

Variation: offices

convention, n. a formal gathering of people for a purpose (4)

Example: Women who attended the World Anti-Slavery Convention could only sit in the balcony.

Variations: conventions, convene (v.)

movement, n. a group of people working together for a shared cause (6)

Example: Both Susan B. Anthony and Elizabeth Cady Stanton joined in the movement to end slavery.

Variations: movements

suffrage, n. the right to vote (6)

Example: Susan B. Anthony and Elizabeth Cady Stanton fought for women’s suffrage.

Variations: suffragist (n.)

naturalized, adj. having gained citizenship in a new country (6)

Example: The Fourteenth Amendment declared “all persons born or naturalized in the United States” to be citizens.

Variations: naturalize (v.), naturalization (n.)

reformer, n. a person who works for reform, or positive change (7)

Example: Sojourner Truth was a reformer who spoke passionately about ending slavery.

Variations: reformers, reform (n.), reform (v.), reform (adj.)

demonstration, n. a public display of support or opposition (8)

Example: Alice Paul organized a demonstration in Washington, D.C., in support of women’s suffrage.

Variations: demonstrations, demonstrator (n.), demonstrate (v.)

inaugurate, v. to officially start the term of a public official at a ceremony (8)

Example: Alice Paul’s demonstration was scheduled for the day before Chief Justice Edward D. White was to inaugurate Woodrow Wilson as president.

Variations: inaugurates, inaugurating, inaugurated, inauguration (n.), inaugural (adj.)

picket, v. to stand outside a certain place to show opposition to something (9)

Example: To voice their concerns about the new law, organized groups were allowed to picket outside city hall.

Variations: pickets, picketing, picketed, picket (n.), picketer (n.)

protest, v. to say or do something to show disagreement (9)

Example: Susan B. Anthony decided to protest for women’s suffrage by voting illegally.

Variations: protests, protesting, protested, protest (n.), protester (n.)

THE CORE LESSON 35 MIN

Introduce the *Toward a More Perfect Union* Student Reader

5 MIN

Distribute copies of the *Toward a More Perfect Union* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention people speaking to large groups, portraits of people in historical clothing, black-and-white photographs of African American people, a baseball player, and a large group of people walking and holding signs.

Introduce “Women’s Suffrage”

5 MIN

Remind students of what they read in Unit 3 about abolitionism. Reformers such as Frederick Douglass fought to end slavery in the United States. Many reformers fought for other changes in society, too, including voting rights for women. In this chapter, students will read about the fight for women’s rights.

Call students’ attention to the Framing Question. Tell them to look for the ways that women fought for the right to vote.

Guided Reading Supports for “Women’s Suffrage”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary term *public figure*, and explain its meaning.

SUPPORT—Explain that in the 1830s, it was believed that women could not do the same jobs as men. Women were expected to work in the home—raising children, taking care of the house—while men worked outside the home.



CORE VOCABULARY—Point out the vocabulary phrase *equal rights*, and explain its meaning. Ask students to name some of the equal rights that all Americans share today. (*freedom of speech, freedom of religion*)

CORE VOCABULARY—Point out the vocabulary term *office*, and explain its meaning.

SUPPORT—Explain that the word *office* has more than one meaning. Students may be familiar with *office* as it relates to a room in a building, such as the principal’s office in a school. In this instance, the word refers to a job, not a physical place. Have students name a local public office, such as mayor or governor.



SUPPORT—Point out to students that many American citizens today take voting for granted and consider it a right—something that citizens are allowed to do by law. However, two hundred years ago, most men and all women did not have the right to vote. As time went on, the need for voting laws became more obvious to the larger population.

After reading the text, ask the following questions:

EVALUATIVE—Why were people in the 1800s shocked by the stories told by the Grimké sisters? **(3.2)**

- » People thought women should not speak to the public.

LITERAL—What was life like for women in the early 1800s? **(3.7)**

- » Women rarely spoke in public, and they did not have equal rights. They also did not receive the same education as men.

LITERAL—In most states in the early 1800s, what happened to everything a woman owned when she got married? **(3.7)**

- » Anything a married woman owned became the property of her husband.

"Elizabeth Cady Stanton and Susan B. Anthony," pages 4–8

Scaffold understanding as follows:

Have students read the section on pages 4–8 independently.

CORE VOCABULARY—Point out the vocabulary term *convention*, and explain its meaning.



SUPPORT—Explain to students that a sentiment is a thought or a feeling. Remind students that the Declaration of Sentiments echoes the Declaration of Independence. On the board or chart paper, write this quotation from the Declaration of Independence: "We hold these truths to be self-evident: that all men are created equal." Then read the quotation from the Declaration of Sentiments aloud, and ask students how Stanton changed the words from the Declaration of Independence in her Declaration of Sentiments. (*She changed "all men are created equal" to "all men and women are created equal."*) (3.6.a, 3.10.e, 3.11)

TURN AND TALK—Have students discuss why Elizabeth Cady Stanton felt the need to write a declaration specifically for women. Ask students to identify some of the feelings or sentiments they think Stanton was experiencing as she wrote the document. (3.6.a, 3.10.e, 3.11)

CORE VOCABULARY—Point out the vocabulary terms *movement* and *suffrage*, and explain their meanings.

CORE VOCABULARY—Point out the vocabulary term *naturalized*, and explain its meaning.



SUPPORT—Students may recall reading about naturalization in Unit 2. Remind them that naturalization is the process of becoming a citizen of a country if born outside of that country. Someone who is naturalized went through the process of naturalization. Invite volunteers to share what they recall about the process of naturalization in the United States. (*To become a U.S. citizen today, a person must be at least eighteen years old; have lived in the United States for at least five years, or three if married to a U.S. citizen; show knowledge of U.S. history and government; and take an oath of allegiance to the United States.*)

SUPPORT—Explain to students that while passage of the Fourteenth Amendment gave African American men the right to vote, as they were now considered citizens, it did not apply to Native American people. Citizenship and the right to vote were not granted to Native American people until 1924.

SUPPORT—Help students understand why women were prepared to challenge the law and be arrested. Women did not have the same rights as men. Although they were adults, women were essentially still being treated as children, who rely on adults to speak for them. Without those rights, women remained as powerless as children.

After students read the text, ask the following questions:

LITERAL—What did the Declaration of Sentiments include? (3.7)

- » The Declaration of Sentiments included ideas from the Declaration of Independence and a list of ways women were treated unfairly.

LITERAL—What did Elizabeth Cady Stanton demand in the Declaration of Sentiments? (3.7)

- » Elizabeth Cady Stanton demanded that women be given the right to vote.

EVALUATIVE—How did Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony feel about the treatment of women? How do you know? (3.6.a, 3.7)

- » Stanton, Mott, and Anthony were angry about the unequal treatment of women. This is clear because they were motivated enough by injustice to act.

EVALUATIVE—Why did Susan B. Anthony vote in the 1872 election? (3.6.a, 3.7)

- » Susan B. Anthony voted in the 1872 election because she wanted women to be given equal rights to men.

INFERENTIAL—How do you think Susan B. Anthony felt when the judge didn't allow her to speak? (3.6.a, 3.7)

- » Susan B. Anthony probably felt angry and frustrated when the judge didn't allow her to speak.

"Ain't I a Woman?," page 7

Scaffold understanding as follows:

Read the sidebar on page 7 aloud.

CORE VOCABULARY—Point out the vocabulary term *reformer*, and explain its meaning.

SUPPORT—Remind students that they read about Sojourner Truth's fight for abolition in Unit 4.

SUPPORT—Explain to students that Truth changed her name when she escaped slavery. She was born with the name Isabella Baumfree. She wanted to leave her past behind when she gained her freedom, so she changed her name as a symbol of her new life. The word *sojourn* means to stay temporarily, and a sojourner is a person who visits many places. She felt that the name Sojourner Truth meant that she was going to travel and speak the truth.

SUPPORT—Help students understand that Truth’s famous speech, now known as “Ain’t I a Woman?,” may not have included that famous phrase. Sojourner spoke extemporaneously, as she did not read or write. The speech was given in 1851 and was not recorded. The first attempt to convey her true words was published a few weeks later by a minister present at the Woman’s Rights Convention. That publication did not include the phrase. The version of her speech that first included the phrase was actually published twelve years later, in the New York *Independent*, and is considered inaccurate to Truth’s vocabulary and style of speaking.

After reading the text, ask the following questions:

LITERAL—What two topics did Sojourner Truth speak publicly about? (3.6.a, 3.7)

- » Sojourner Truth spoke about ending slavery and the need for women’s suffrage.

EVALUATIVE—How was Sojourner Truth similar to and different from the women who organized the Seneca Falls convention? (3.6.a)

- » Sojourner Truth was similar to the women who organized the Seneca Falls Convention because they were all focused on women’s rights and were powerful speakers. She was different because she could not read or write, had experienced being enslaved, and had escaped to freedom.

“Mabel Ping-Hua Lee and Alice Paul,” pages 8–10

Scaffold understanding as follows:

Invite volunteers to read the first paragraph of the section on page 8 aloud.

Note: The name *Mabel Ping-Hua Lee* is pronounced (/may*bull/ping/wah/lee/). Say the name aloud, and have students repeat it after you.

SUPPORT—Point out that Mabel Ping-Hua Lee was an immigrant. Today, immigrants can become citizens through the process of naturalization. But at the time that Lee came to the United States, the law said that Chinese immigrants could never become citizens. That law was finally changed in 1943. We don’t know if Lee ever became a U.S. citizen or if she ever voted.

Invite volunteers to read the rest of the section on pages 8–10 aloud.

CORE VOCABULARY—Point out the vocabulary terms *demonstration* and *inaugurate*, and explain their meanings.

SUPPORT—Students may recall learning the term *inauguration* in Unit 1. To inaugurate someone is to hold an inauguration. Remind students that an inauguration is a formal ceremony at the start of a term of office. Explain that today, presidential inaugurations occur every four years, on January 20. If January 20 falls on a Sunday, the inauguration takes place on January 21.

SUPPORT—Explain to students that the people taking part in the demonstration planned by Alice Paul on March 3, 1913, took the same route down Pennsylvania Avenue that the inaugural parade would take the next day. The goal of Paul and the other organizers was the passage of the Susan B. Anthony amendment to the U.S. Constitution. The amendment, which would grant women the right to vote, had been proposed thirty-five years earlier. It had been voted on by Congress only once and had failed.

CORE VOCABULARY—Point out the vocabulary terms *picket* and *protest*, and explain their meanings.

SUPPORT—Point out the image of the women picketing the White House on page 10. Remind students that the White House is where the president lives and works. The women were trying to get the president’s attention and support. The protesters were called Silent Sentinels. A sentinel is a guard or lookout. The women did not speak, which is why they were called *silent* sentinels. Point out the sign in the image, and read it aloud. Ask: What does the sign mean by *liberty*? (*the freedom, or right, to vote*) (3.3, 3.3.a)

After the volunteers read the text, ask the following questions:

LITERAL—Where was Mabel Ping-Hua Lee born? (3.6.a)

» Mabel Ping-Hua Lee was born in China.

EVALUATIVE—Why did Alice Paul plan her demonstration for the day before the inauguration? (3.2, 3.6.a, 3.7)

» Alice Paul hoped it would get the attention of people all over the country.

INFERENTIAL—How do you think the women who fought for suffrage felt when the Nineteenth Amendment passed? (3.6.a, 3.7)

» The women who fought for suffrage probably felt relief and joy. But they still had work to do because the amendment did not give voting rights to all women.

Primary Source Feature: “Excerpt from the Declaration of Sentiments (1848),” page 11

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 11.


Introduce the source to students by reading the title aloud and by reminding them that sentiments are thoughts or feelings. A declaration of sentiments is an announcement of thoughts and feelings. This declaration was written by Elizabeth Cady Stanton.

Invite a volunteer to read the introductory text aloud.

Then read the first paragraph aloud.

SUPPORT—Point out the word *tyranny*, and explain that it means the abuse of power by a government or authority. Point out the word *candid*, and explain that it means open or honest.

Have students paraphrase the paragraph.

 **TURN AND TALK**—The first paragraph mirrors the Declaration of Independence. It uses almost the exact same words. Why do you think that is? Why might Elizabeth Cady Stanton have chosen to use the language of the Declaration of Independence? (*Stanton used the words from the Declaration of Independence because it is the document our nation was founded upon. She wanted to highlight the fact that women deserve the same rights as men.*)

Invite volunteers to read the remainder of the excerpt aloud.

Provide vocabulary support for the following terms:

- **inalienable, adj.** unable to be taken away or denied (a variant of *unalienable*, which students saw in Unit 1)
- **compelled, v.** caused to do something by intense pressure
- **wages, n.** money earned for doing a job
- **monopolized, v.** had complete control over

Have students list in their own words the rights that Stanton says women have been denied.

Distribute Primary Source Analysis (AP 1.2), and have students work with a partner to complete the Activity Page for the excerpt.

After students have completed the Activity Page, ask the following questions:

LITERAL—According to the Declaration of Sentiments, what rights have women been denied? (3.3, 3.3.a, 3.3.b, 3.4.a, 3.7)

Activity Page



AP 1.2

- » According to the Declaration of Sentiments, women did not have the right to vote, they had no voice in the formation of laws, they did not have the right to own property or keep their wages, and they did not have the right to an education.

INFERENTIAL—Why does Stanton say men have “an absolute tyranny” over women? (3.3.a, 3.3.b, 3.4.a, 3.6.a)

- » Stanton uses the phrase “absolute tyranny” to explain how men had complete control over women in the United States at that time.

INFERENTIAL—Who was Stanton talking to in the Declaration of Sentiments? (3.3.a, 3.4.a, 3.6.a, 3.7)

- » Stanton was talking to both men and women in the United States.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of the dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (3.1)
- Review and discuss the Framing Question: “How did women gain the right to vote?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did women gain the right to vote?”
 - » Key points students should cite include: women became angry in the 1800s because they lacked equal rights with men; they were not allowed to vote, own property, receive an education, or hold office; they began to speak out and travel to spread the word about these problems; Elizabeth Cady Stanton wrote the Declaration of Sentiments, listing all of the rights that women were denied; she also demanded the right to vote; Stanton and other suffragists, such as Susan B. Anthony, Sojourner Truth, Alice Paul, and Mabel Ping-Hua Lee, formed organizations to gain the right to vote; their work included large demonstrations and protests, which finally convinced the government to pass the Nineteenth Amendment and guarantee women the right to vote in 1920.



- Choose one of the Core Vocabulary words (*public figure, equal rights, office, convention, movement, suffrage, naturalized, reformer, demonstration, inaugurate, picket, or protest*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: The Civil Rights Movement

The Framing Question: How did the Civil Rights Movement end legal segregation in the United States?

Primary Focus Objectives

- ✓ Recognize Jackie Robinson's role in the integration of baseball. (3.6.a, 3.7)
- ✓ Identify Rosa Parks's role in the Civil Rights Movement. (3.7)
- ✓ Recognize different ways that the United States was segregated. (3.7)
- ✓ Explain the message and methods used by Dr. Martin Luther King Jr. in the fight for civil rights. (3.6.a, 3.7)
- ✓ Understand the meaning of the following domain-specific vocabulary: *civil rights*, *segregation*, *discrimination*, *boycott*, *Civil Rights Movement*, and *civil disobedience*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About The Civil Rights Movement":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- image from the Internet of Martin Luther King Jr. Memorial in Washington, D.C.
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

civil rights, n. the things that the citizens of a country are allowed to say and do, based on the laws of that country (12)

Example: Many laws and documents in the United States support the belief that everyone deserves civil rights.

Variations: civil right

segregation, n. the act of keeping people separate, usually on the basis of race (14)

Example: Segregation kept many African American people out of places they wanted to go.

Variations: segregate (v.), segregationist (n.)

discrimination, n. the unfair treatment of people because of something they cannot change (14)

Example: Growing up, Jackie Robinson faced discrimination in many places because he was African American.

Variations: discriminate (v.), discriminatory (adj.)

boycott, v. to refuse to buy a product or use a service out of protest (16)

Example: People in Montgomery staged a boycott of the public bus system to show support for Rosa Parks.

Variations: boycotts, boycotting, boycotted, boycott (n.)

Civil Rights Movement, n. the name given to the fight to end segregation and discrimination against African Americans in the United States (17)

Example: The brave actions of Rosa Parks helped start the Civil Rights Movement.

civil disobedience, n. the refusal to follow certain laws as a form of peaceful protest (18)

Example: Many people engaged in civil disobedience as a way to protest segregation.

THE CORE LESSON 35 MIN

Introduce “The Civil Rights Movement”

5 MIN

Review what students read in Chapter 1 about the fight for women’s suffrage. Remind students that even after the Nineteenth Amendment was passed in 1920, many women of color still could not vote. Many men of color could not vote either. In this chapter, students will read about how African American people fought for their rights in the 1950s and 1960s.

Call students’ attention to the Framing Question. Tell them to look for details about how and why legal segregation came to an end in the 1960s.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Life, Liberty, and the Pursuit of Happiness” and “Segregation,” pages 12–14

Scaffold understanding as follows:

Read the section “Life, Liberty, and the Pursuit of Happiness” on page 12–13 aloud.



CORE VOCABULARY—Point out the vocabulary term *civil rights*, and explain its meaning. Help students recognize that all American citizens have basic human rights, such as the right to free speech, the right to vote, and the right to practice their religion.

Read the section “Segregation” on page 14 aloud.

CORE VOCABULARY—Point out the vocabulary term *segregation*, and explain its meaning.

SUPPORT—Direct students to the image on page 13. Read the caption aloud. Explain that having separate water fountains is an example of segregation. Note the sign in the image that says “Colored.” Explain that *colored* is a word that was once used for African Americans. It is not considered an acceptable word to use today.

SUPPORT—Remind students what they learned about slavery in the United States in Unit 4. Beginning in the 1600s, people from Africa had been enslaved and forced to come to the United States to work. Slavery was abolished in the 1860s, but people’s attitudes toward each other didn’t change immediately. Ask students what kinds of ideas some people might still have held after slavery ended. (*Possible answers: Some people may have categorized people by the color of their skin, assigned particular characteristics to groups of people, or thought groups of people should be separate from each other.*) (3.8)

SUPPORT—Explain to students that the “Jim Crow” laws were laws that made segregation legal. Signs with the words “Whites Only” and “Colored,” such as those in the image on page 13, were placed in public places to enforce segregation. Jim Crow laws were put in place in the late 1800s and were not struck down until the 1960s.

After reading the text, ask the following questions:

LITERAL—What is promised to all Americans in many of the United States’ laws and documents? (3.7, 3.10.e, 3.11)

- » Many of the United States' laws and documents promise all Americans civil rights, including life, liberty, and the pursuit of happiness.

LITERAL—What did segregation laws do? (3.7, 3.10.e)

- » Segregation laws separated African American people and white people in many public spaces. These Jim Crow laws reserved good things like new housing and swimming pools for white people only.

EVALUATIVE—Why was the right to vote so important to many African American people? (3.7, 3.10.e, 3.13)

- » Voting was important to many African American people because it would allow them to elect officials who could pass new laws to end segregation.

“Jackie Robinson,” pages 14–15

Scaffold understanding as follows:

Have students read the section on pages 14–15 independently.

CORE VOCABULARY—Point out the vocabulary term *discrimination*, and explain its meaning.

SUPPORT—Explain that segregation laws stated that African American people had to sit at the back of buses. That’s why Jackie Robinson was told to sit at the back of the military bus. Robinson was also subject to segregation later, when he played professional baseball. Explain to students that there were two separate professional baseball leagues, segregated by race.

SUPPORT—Tell students that many players in Major League Baseball start out playing with a training team. Robinson did this after playing for the Kansas City Monarchs. He began playing for the Montreal Royals—the Brooklyn Dodgers’ training team. If a player does well on the training team, they are moved up to the Major League team.

After students read the text, ask the following questions:

LITERAL—What did Jackie Robinson do after he left the army? (3.6.a)

- » After he left the army, Jackie Robinson began to play baseball for the Kansas City Monarchs.

LITERAL—What happened when the president of the Brooklyn Dodgers saw Jackie Robinson play? (3.6.a, 3.7)

- » After he saw Jackie Robinson play, the president of the Brooklyn Dodgers asked him to become the first African American athlete to play Major League Baseball.

EVALUATIVE—What important thing did Jackie Robinson do on April 15, 1947? (3.6.a, 3.7)

- » On April 15, 1947, Jackie Robinson played his first game for the Dodgers, becoming the first African American player on a Major League team.

LITERAL—How did many players and fans react when Jackie Robinson began playing for the Dodgers? (3.6.a, 3.7)

- » Many players and fans were cruel and unkind to him.

LITERAL—How did Robinson respond to this poor treatment?

- » He responded to this poor treatment by ignoring them and playing his best.

INFERENTIAL—In what ways did Jackie Robinson show courage?

- » Jackie Robinson showed courage in the army by standing up to discrimination when he refused to move to the back of the bus; Jackie Robinson showed courage in baseball by playing his best even though players and fans were being mean to him and some players tried to hurt him.

“Rosa Parks,” pages 16–17

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 16 aloud.

TURN AND TALK—Have students answer the question “Why do you think Rosa Parks refused to give up her seat on the bus?” (*Possible answer: Rosa Parks refused to give up her seat on the bus because segregation was unfair, and forcing African American passengers to sit in the back of the bus and give up their seats for white people was a form of segregation.*)

SUPPORT—Refusing to give up her seat was not Rosa Parks’s first experience with what would become the Civil Rights Movement. In 1949, Parks was an adviser at her local National Association for the Advancement of Colored People (NAACP) Youth Council. With Parks leading them, the members of the youth council challenged discriminatory laws of the time by checking out books at a library that was off-limits to African American patrons.

Invite volunteers to read the last two paragraphs of the section on pages 16–17 aloud.

CORE VOCABULARY—Point out the vocabulary term *boycott*, and explain its meaning.

SUPPORT—Rosa Parks is often depicted as a seamstress on her way home from work, and this is true. But Parks’s protest made such an impression because she was already known in the community as a leader in the Alabama Civil Rights Movement. Months earlier, a fifteen-year-old girl named Claudette Colvin had also refused to give up her seat and was arrested. Eighteen-year-old Mary Louise Smith had also been arrested for a similar protest. It was not until Parks refused to give up her seat that the city’s African American leadership supported a citywide protest.

CORE VOCABULARY—Point out the vocabulary term *Civil Rights Movement*, and explain its meaning.

After the volunteers read the text, ask the following questions:

EVALUATIVE—What were differences between the school for African American children that Rosa Parks attended and the school for white children? (3.7)

- » The school for African American children was an old one-room schoolhouse that didn’t have enough desks or school supplies. The school for white children was new, and the children rode buses to get there.

LITERAL—What could bus drivers do on crowded buses when there were both African American passengers and white passengers? (3.7)

- » Bus drivers on crowded buses could tell African American passengers to give up their seats to white passengers.

LITERAL—How did other African American people in Montgomery react to Rosa Parks’s arrest? (3.7)

- » African American people in Montgomery supported Rosa Parks. They boycotted the buses and walked instead.

LITERAL—What did the U.S. Supreme Court decide about making African American passengers give up their seats on public transit? (3.7)

- » The Supreme Court decided that it was against the law to make African American people give up their seats.

“Ruby Bridges,” page 17

Scaffold understanding as follows:

Invite volunteers to read the sidebar on page 17 aloud.

SUPPORT—Explain that the *Brown v. Board of Education* Supreme Court case involved elementary school children who went to all–African American schools. The plaintiffs argued that segregated schools that only taught African American children were not providing the same quality

of education as the schools that served white children. The court agreed and decided that segregated schools were not providing equal education, which violated the Fourteenth Amendment's equal protection clause.

SUPPORT—Point out the word *desegregated* in the first paragraph of the sidebar. Explain that to desegregate is to stop separating on the basis of race. This meant that African American students could attend the same schools as white students.

SUPPORT—Explain that not only was Ruby Bridges the first African American child to attend an all-white elementary school in New Orleans, but she was the only African American child who attended William Frantz Elementary School that year.

SUPPORT—Explain that a U.S. deputy marshal is similar to a police officer, but instead of working for one city or state, they serve the whole country.

TURN AND TALK—What question would you ask Ruby Bridges about her experience at William Frantz Elementary School in 1960?

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why was Ruby Bridges allowed to attend a school that was previously only for white children? (3.2, 3.7)

- » Ruby Bridges was allowed to attend a school that was previously only for white children because of the Supreme Court decision that said segregation in public schools was illegal.

LITERAL—Why did U.S. deputy marshals have to guard Ruby Bridges as she went to school? (3.7)

- » Ruby Bridges had to be guarded by U.S. deputy marshals because crowds of angry people gathered outside the school to protest desegregation.

“Dr. Martin Luther King Jr.” and “Honoring Dr. King,” pages 17–19

Scaffold understanding as follows:

Read the first paragraph of the section on page 17 aloud.

SUPPORT—Reiterate the third sentence in the paragraph. Explain that not all people who are called doctor are medical doctors. People who have advanced degrees in other areas can also be called doctor. Martin Luther King Jr. was the second kind of doctor.

Read the next three paragraphs of the section on page 18 aloud.

CORE VOCABULARY—Point out the vocabulary term *civil disobedience*, and explain its meaning.

Read the next two paragraphs of the section on pages 18–19 aloud.

SUPPORT—Explain that a sit-in wasn't just sitting in a place where people weren't allowed. It was sitting there and refusing to move. Sit-ins were staged to protest unfair treatment of African American people, such as segregation and discrimination.

SUPPORT—Explain that people who participated in sit-ins were sometimes arrested for their actions. In Louisiana, people were arrested because the police claimed they were disturbing the peace, even though they were quietly sitting at a lunch counter. The people who were arrested took their case to the Supreme Court in 1961. The case became known as *Garner v. Louisiana*. The Supreme Court decided that states could not charge people who were using nonviolent civil disobedience to protest segregation as criminals.

Read the remainder of the section on page 19 aloud.

TURN AND TALK—What does it mean for someone to be judged “by the content of their character”?

Invite a volunteer to read the sidebar “Honoring Dr. King” on page 19 aloud.

SUPPORT—Explain that Dr. King was honored with more than a federal holiday. A monument to him was also built. Show students the image of the Martin Luther King Jr. Memorial in Washington, D.C. Explain that the memorial looks unfinished because the sculptor wanted to show that Dr. King's work is unfinished. Ask students to discuss what that means. *(Possible answers: Dr. King wanted people to be judged by the content of their character, but people are still being judged by the color of their skin; Dr. King fought against discrimination, but people today still experience discrimination.)* (3.6.a, 3.6.b, 3.6.d, 3.7)

After the volunteer reads the text, ask the following questions:

EVALUATIVE—Why did Martin Luther King Jr. get involved in the Civil Rights Movement? (3.6.a, 3.7)

- » Martin Luther King Jr. got involved in the Civil Rights Movement because he wanted to end the unfair treatment of people of color and to replace it with legal equality.

EVALUATIVE—Why was leading the Civil Rights Movement dangerous? (3.7)

- » Leading the Civil Rights Movement was dangerous because many people were angry about the changes that Martin Luther King Jr. and others were working to achieve.

LITERAL—What did Martin Luther King Jr. and the other leaders hope to bring about through elections? (3.6.a, 3.7)

- » Martin Luther King Jr. and the other leaders hoped to bring about change through elections.

INFERENTIAL—Why did African American people living in southern states hold sit-ins at lunch counters? (3.7)

- » African American people living in southern states held sit-ins at lunch counters to protest the laws that said they were not allowed there.

LITERAL—What was the dream that Martin Luther King Jr. described in his speech? (3.6.a, 3.7)

- » Martin Luther King Jr.'s dream was that someday people would be judged "not . . . by the color of their skin but by the content of their character."

Primary Source Feature: "March on Washington (1963)," page 20

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 20.

Introduce the source by reviewing what students read about the March on Washington. Explain that this photograph shows some of the 250,000 people who attended the march.

Invite students to study the source. Ask them to share the details that they notice.

Point out that the crowd includes men and women. Ask: How are the people dressed? (*Many people are dressed up. Men are in suits. Women are in skirts and dresses.*) What does this tell you about the event? (*Possible answer: They thought the event was important.*)

Have students pay attention to the signs. Remind students that "Jim Crow" was the nickname for the laws that kept African American people segregated.

- What do the signs say? (*"We March for Effective Civil Rights Laws NOW!"; "We Demand an End to Bias NOW!"; "No U.S. Dough to Help Jim Crow Grow"; "Jobs and Freedom for Every American"; "We Demand an End to Police Brutality NOW!"*)
- Based on the signs, what changes was the march calling for? (*an end to bias and segregation [Jim Crow laws]; an end to government funding for segregation laws; new civil rights laws; an end to police brutality; jobs for all*)

Distribute Primary Source Analysis (AP 1.2), and have students work with a partner to complete the Activity Page.

After students have completed the Activity Page, ask the following questions:

LITERAL—How did the photographer show the size of the crowd at the March on Washington? (3.7)

Activity Page



AP 1.2

- » The photographer took the picture from above, so you can see people all the way down the street, and you can't even see the end of the march because there are so many people. They also took the picture in a way that showed that people filled up the entire street from one side to the other.

INFERENTIAL—Do you think Martin Luther King Jr. was happy with the turnout in Washington? Why or why not? (3.6.a, 3.7)

- » Possible answer: Yes, I think he was happy with the turnout. There were 250,000 people in Washington, D.C., on the day of the march. This is a quarter of a million people who wanted to peacefully make the world a more just and fair place.

EVALUATIVE—Why do you think so many people made the effort to be a part of the March on Washington? (3.7)

- » They were tired of injustice, and they wanted to enjoy the equality promised to them in the founding documents of the United States.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (3.1)
- Review and discuss the Framing Question: “How did the Civil Rights Movement end legal segregation in the United States?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the Civil Rights Movement end legal segregation in the United States?”
 - » Key points students should include: although he was an athlete, Jackie Robinson had a big impact on ending segregation; on April 15, 1947, he became the first African American baseball player to play on a Major League team; Rosa Parks brought even greater attention to the problem of segregation when she refused to give up her seat for a white passenger; her actions on the bus in Montgomery led to a months-long boycott of the city buses and a Supreme Court decision that said it was against the law to make African American passengers give up their seats on public transit; Ruby Bridges became the first African American child to attend a previously all-white school; Martin

Luther King Jr. organized boycotts and demonstrations, such as the March on Washington, and always remained nonviolent; more and more citizens took part in sit-ins and protests as a way of demanding equality; because of the work of Dr. King and many others, the 1964 Civil Rights Act put an end to legal segregation; in 1965, Congress passed the Voting Rights Act to protect people's right to vote.

- Choose one of the Core Vocabulary words (*civil rights, segregation, discrimination, boycott, Civil Rights Movement, or civil disobedience*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Teacher Resources

Chapter Assessments: *Toward a More Perfect Union* 39

- Chapter 1: Women’s Suffrage 39
- Chapter 2: The Civil Rights Movement 42

Performance Task: *Toward a More Perfect Union* 46

- Performance Task Scoring Rubric 47
- Performance Task Activity: *Toward a More Perfect Union* 49

Activity Pages 50

- Letter to Family (AP 1.1) 50
- Primary Source Analysis (AP 1.2) 51
- Claims and Evidence (AP 1.3) 52
- Domain Vocabulary: Chapters 1–2 (AP 2.1) 53

2022 Louisiana Student Standards for Social Studies: Grade 3 54**Answer Key: *Toward a More Perfect Union*—Chapter Assessments and Activity Pages** 57

Assessment: Chapter 1—*Women's Suffrage*

A. On your own paper, write the letter(s) that provides the best answer.

1. Which of these rights did women not have in the 1800s? (3.7)
 - a) The right to teach
 - b) The right to marry
 - c) The right to work
 - d) The right to vote
2. How did Lucretia Mott feel about Elizabeth Cady Stanton's demand that women should have the right to vote? Select the **two** correct answers. (3.7)
 - a) She thought it was asking too much too soon.
 - b) She thought slavery was a bigger problem.
 - c) She did not think women needed to vote.
 - d) She thought it was long overdue.
 - e) She did not agree.
3. Use the quote to answer the question.

"We hold these truths to be self-evident: that all men and women are created equal."

Which founding document does Elizabeth Cady Stanton echo in this quote? (3.7, 3.10.e, 3.11)
 - a) the Declaration of Independence
 - b) the United States Constitution
 - c) the Inauguration Speech
 - d) the Bill of Rights
4. How did newspapers react to Stanton's demand for women's suffrage? (3.7)
 - a) They took it seriously.
 - b) They never covered it.
 - c) They thought it was a joke.
 - d) They respected her bravery.
5. Who was given the right to vote in the Fourteenth Amendment? (3.7)
 - a) American men over age eighteen
 - b) Native American people
 - c) American male citizens
 - d) American women

6. Use the image to answer the question.



What was Susan B. Anthony doing in this image? (3.6.a, 3.7)

- a) She was attending the World Anti-Slavery Convention.
 - b) She was arguing about the Fourteenth Amendment.
 - c) She was writing the Declaration of Sentiments.
 - d) She was illegally voting in an election.
7. How was Sojourner Truth especially gifted? (3.6.a, 3.7)
- a) She could win any debate.
 - b) She was a beautiful writer.
 - c) She was a powerful speaker.
 - d) She helped people escape slavery.
8. How did Mabel Ping-Hua Lee work for women's equality? Select the **two** correct answers. (3.6.a)
- a) She led a suffrage parade of ten thousand people.
 - b) She published the Declaration of Sentiments.
 - c) She attended the World Anti-Slavery Convention.
 - d) She published "The Meaning of Woman Suffrage."
 - e) She wrote an autobiography about her experiences.

Use the image to answer questions 9 and 10.



9. Who organized this demonstration at the White House? (3.7)
- a) Alice Paul
 - b) Susan B. Anthony
 - c) Mabel Ping-Hua Lee
 - d) Elizabeth Cady Stanton
10. Which phrase best explains a way in which the suffragists shown in the photograph hoped to achieve their goal? (3.4, 3.4.a, 3.7)
- a) by changing the minds of citizens and representatives in government
 - b) by preventing people from entering government buildings
 - c) by boycotting the government
 - d) by going to court

11. Use the quote to answer the question.

"He has compelled her to submit to laws, in the formation of which she had no voice."

What is the author saying in this line from the Declaration of Sentiments? (3.7)

- a) Women should be able to run for office and own property.
 - b) Women should not have to follow the same laws that men follow.
 - c) Because women cannot vote, they have no say in the laws they have to follow.
 - d) Because women cannot run for office, they cannot make laws that apply to men.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:

Explain two different methods that suffragists used to accomplish their main goal. Use evidence from the chapter to support your answer. (3.4, 3.4.a, 3.4.c, 3.6.a, 3.7)

Assessment: Chapter 2—*The Civil Rights Movement*

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.



What does this image show? (3.7)

- a) segregation
- b) equal rights
- c) civil rights
- d) suffrage

2. Use the image to answer the question.



How did this man change professional sports? (3.6.a, 3.7)

- a) He demanded special treatment from teammates and fans.
- b) He was the first African American player in an all-white professional sports league.
- c) He was the first African American professional baseball player to break the home run record.
- d) He was the first African American player to be on more than one professional sports team at the same time.

3. What was the main cause of the integration of New Orleans public schools? (3.7)
- a) a decision by the Supreme Court
 - b) a large march in Washington, D.C.
 - c) a new law passed by Congress
 - d) a boycott in New Orleans
4. What kind of school did Rosa Parks attend as a child? Select the **two** correct answers. (3.7)
- a) It was for African American and white children
 - b) It did not have enough supplies for all.
 - c) It was a one-room schoolhouse.
 - d) It held classes all year round.
 - e) It was large and new.
5. Use the image to answer the question.



- Why did this woman get arrested? (3.7)
- a) She challenged the voting laws in her state.
 - b) She started a sit-in to challenge segregation in restaurants.
 - c) She refused to give up her seat on a bus for a white passenger.
 - d) She organized African American children to integrate all-white schools.
6. What Supreme Court decision resulted from the actions of Rosa Parks? (3.7)
- a) It was against the law to prevent African American people from voting.
 - b) It was against the law for people to take part in a boycott against a city.
 - c) It was against the law for people to take part in the Civil Rights Movement.
 - d) It was against the law to make African American people sit in segregated seating on public transit.

7. Select **one** person for **each** accomplishment in the chart to show how these people helped the Civil Rights Movement. Mark the box to connect the person to their accomplishment. (3.6.a, 3.7)

Accomplishments	a) Ruby Bridges	b) Rosa Parks	c) Dr. Martin Luther King Jr.	d) Jackie Robinson
1. spoke against segregation and championed nonviolent protest				
2. refused to give up a seat on a bus and started a large protest against segregation				
3. used position as a famous sports hero to gain support for civil rights				
4. helped integrate an elementary school in Louisiana				

8. What did Martin Luther King Jr. believe could bring about great change? Select the **two** correct answers. (3.6.a, 3.7)
- a) sit-ins
 - b) church services
 - c) education for all
 - d) winning lawsuits
 - e) peaceful protests

9. Use the image to answer the question.



What action is being shown in this image? (3.7)

- a) a boycott of a diner that didn't serve African American people
- b) the March on Washington that occurred in 1963
- c) the success of the Civil Rights Movement
- d) a sit-in at a segregated lunch counter

10. Use the image to answer the question.



Which of the following took place at the event shown in the image? (3.6.a, 3.7)

- a) The Civil Rights Act was passed.
- b) Dr. King gave his "I Have a Dream" speech.
- c) People watched Jackie Robinson play baseball.
- d) A federal holiday was established in Dr. King's honor.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Explain one method used to gain equality during the Civil Rights Movement of the 1950s and 1960s and one effect of the Civil Rights Movement on African Americans.

As you write, be sure to fully answer all parts of the prompt, using information and examples from your knowledge of social studies. (3.4, 3.4.a, 3.4.c, 3.5, 3.6.a, 3.7)

Performance Task: *Toward a More Perfect Union*

Teacher Directions: The work of reformers in both the women’s suffrage movement and the Civil Rights Movement brought the United States closer to the ideals of “life, liberty, and the pursuit of happiness,” a phrase written in the Declaration of Independence.

Activity Page



AP 1.3

Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.

Prompt:

Explain how civil rights have expanded over time in the United States. Use evidence from the unit to support the claim. (3.4, 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.5, 3.6.a, 3.7, 3.10.e, 3.11, 3.13)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	Civil rights have expanded over time in several ways. The women’s suffrage movement and the Civil Rights Movement campaigned successfully to expand voting rights. Additionally, these campaigns also helped end discriminatory practices such as segregation and secured civil rights protections against mistreatment.
Reason:	Achieving voting rights has allowed women, African Americans, and other groups to be properly heard and represented in the political system. This also enabled these groups to press for legislation and other actions to access and protect their civil rights.
Evidence:	<p>The campaigns of the women’s suffrage movement and the Civil Rights Movement worked to achieve voting rights. They knew the importance of voting rights for the wider cause of civil rights.</p> <p>The Civil Rights Movement’s campaigns ended legal segregation.</p> <p>The Voting Rights Act was passed, which protected the right of African Americans to vote and be represented in government.</p>
Counterclaim and Answer:	Although gains have been made, inequality between people still exists. Not every American has equal rights. However, there are now legal protections that make most Americans’ lives closer to the ideals of “life, liberty, and the pursuit of happiness” than they were before women’s suffrage and the Civil Rights Movement occurred.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated, is focused, and demonstrates strong understanding of how civil rights have expanded over time; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• The women's suffrage movement successfully earned the right for women to vote and to be represented in government.• The campaigns of the Civil Rights Movement secured protections for the voting rights of African Americans through the Voting Rights Act.• Legal challenges to segregationist laws resulted in the end of those laws. For example, in 1954, the Supreme Court ruled in <i>Brown v. Board of Education</i> that segregated schooling was unconstitutional.• In 1960, Ruby Bridges became the first African American child to attend an all-white school in New Orleans.• People like Jackie Robinson, Rosa Parks, and Martin Luther King Jr. peacefully demanded equal rights.• The Civil Rights Act was signed in 1964.
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of how civil rights have expanded over time, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and focused, but some minor errors may be present.</p>
1	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of how civil rights have expanded over time, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.</p>

0

Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of how civil rights have expanded over time. The presentation may exhibit major issues with organization and/or focus.

Name _____

Date _____

Performance Task Activity: *Toward a More Perfect Union*

In a presentation, explain how civil rights have increased over time in the United States.

Be sure to do the following:

Provide a claim that answers all parts of the prompt.

Use evidence from the unit to support your claim.

Provide explanations and reasoning that show how your knowledge and evidence support your claim.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Toward a More Perfect Union*, as well as from the sources and resources in the unit activities.

Activity Page 1.1**Use with Chapter 1****Letter to Family**

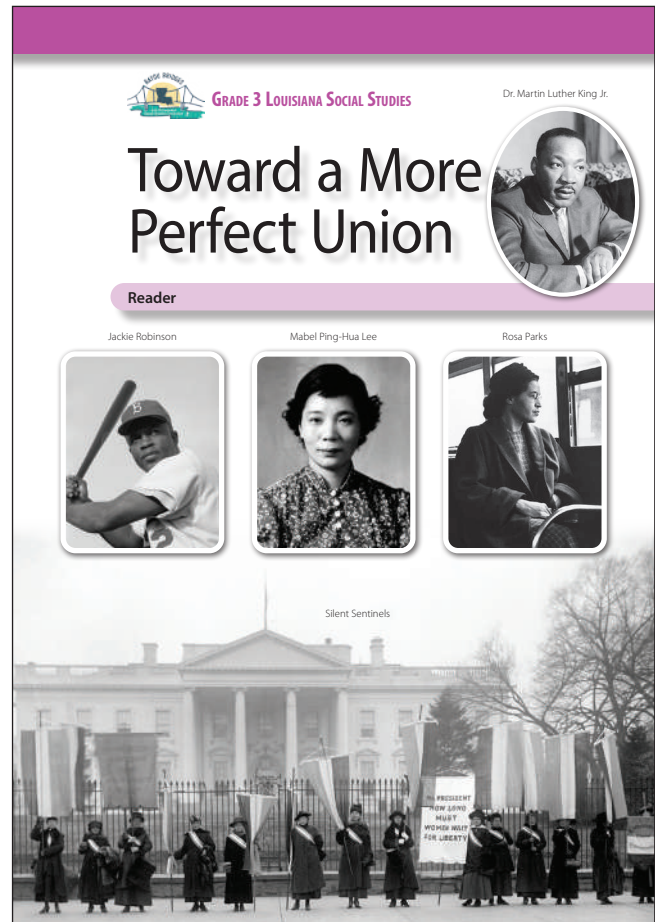
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the movements for women's suffrage and civil rights. They will learn how groups of people worked together to ensure that the rights put forth in the founding documents of the United States applied to larger segments of the population.

In this unit, students will study influential figures in the fight for women's suffrage, such as Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Mabel Ping-Hua Lee, and Alice Paul; learn about Civil Rights Movement leaders such as Jackie Robinson, Rosa Parks, Ruby Bridges, and Martin Luther King Jr.; analyze primary and secondary sources; and evaluate claims and evidence.

As part of their exploration, students will learn a little bit about discrimination and segregation in the United States. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

Primary Source Analysis

Describe the source.	Connect the source to what you know.
Understand the source. Identify its message, purpose, and/or audience.	Draw a conclusion from or about the source.

SOURCE:

Name _____

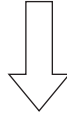
Date _____

Activity Page 1.3

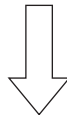
Use with Chapter 1

Claims and Evidence

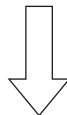
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|---------------------------|---------------------------------------------------------------------------------------------------------------------|
| _____ | 1. convention | a) the refusal to follow certain laws as a form of peaceful protest |
| _____ | 2. naturalized | b) the freedoms and legal protections guaranteed to all citizens |
| _____ | 3. demonstration | c) a formal gathering of people for a purpose |
| _____ | 4. civil rights | d) a public display of support or opposition |
| _____ | 5. discrimination | e) a position of leadership |
| _____ | 6. boycott | f) a group of people working together for a shared cause |
| _____ | 7. reformer | g) to officially start the term of a public official at a ceremony |
| _____ | 8. suffrage | h) to stand outside a certain place to show opposition to something |
| _____ | 9. public figure | i) a person who is well known or famous |
| _____ | 10. equal rights | j) to say or do something to show disagreement |
| _____ | 11. office | k) the act of keeping people separate, usually on the basis of race |
| _____ | 12. protest | l) the unfair treatment of people because of something they cannot change |
| _____ | 13. segregation | m) to refuse to buy a product or use a service out of protest |
| _____ | 14. movement | n) having gained citizenship in a new country |
| _____ | 15. inaugurate | o) a person who works for reform, or positive change |
| _____ | 16. picket | p) the name given to the fight to end segregation and discrimination against African Americans in the United States |
| _____ | 17. Civil Rights Movement | q) the things that the citizens of a country are allowed to say and do, based on the laws of that country |
| _____ | 18. civil disobedience | r) the right to vote |

GRADE 3

- 3.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 3.2** Explain connections between ideas, events, and developments in U.S. history.
- 3.3** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 3.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 3.5** Compare life in the United States in the past and present.
- 3.6** Identify and describe national historical figures, celebrations, and symbols.
 - a)** Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, the Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.
 - b)** Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.
 - c)** Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."
 - d)** Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C., Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
 - e)** Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.

- 3.7** Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.
- 3.8** Describe how voluntary and involuntary migration have affected the United States.
- 3.9** Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.
- 3.10** Recognize functions of the Declaration of Independence and the Constitution of the United States.
- a)** Describe the process by which a bill becomes law.
 - b)** Describe the responsibilities of the three branches of government.
 - c)** Explain the relationship between the federal government and state government.
 - d)** Compare and contrast representative democracy (republic) and monarchy.
 - e)** Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.
- 3.11** Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.
- 3.12** Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.
- 3.13** Describe civic virtues: voting, running for office, serving on committees, and volunteering.
- 3.14** Describe how and why people become citizens of the United States.
- 3.15** Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.
- a)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - b)** Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.
 - c)** Explain how supply and demand can affect the prices of goods and services.
 - d)** Differentiate between imports and exports.
 - e)** Explain why and how people specialize in the production of goods and services.
- 3.16** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
- 3.17** Describe the relationship between scarcity and opportunity cost in economic decision-making.
- 3.18** Describe the importance of personal financial decision-making such as budgeting and saving.
- 3.19** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 3.20** Describe the geographic features of places in the United States.

- 3.21** Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.
- 3.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 3.23** Locate and describe the seven continents and five oceans.
- 3.24** Describe the relative location of the United States.
- 3.25** Describe why and how people in the United States have modified their environment.
- 3.26** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 3.27** Describe the importance of conservation and preservation.
- 3.28** Describe how the regions of the United States vary culturally and economically.

Answer Key: Toward a More Perfect Union

Chapter Assessments

Chapter 1

- A. 1. d 2. a, e 3. a 4. c 5. c 6. d 7. c 8. a, d
9. a 10. a 11. c
- B. Students should clearly identify and describe two methods that were used in the campaign for women's suffrage. Answers should cite examples from the text. Examples may include organizing pickets of government buildings such as the White House, organizing marches and demonstrations, publishing essays, or holding conventions.

Chapter 2

- A. 1. a 2. b 3. a 4. b, c 5. c 6. d 7. 1c, 2b, 3d, 4a
8. a, e 9. d 10. b
- B. Students should clearly identify a method used to gain equality during the Civil Rights Movement, such as peaceful protests, boycotts, or court challenges to the laws that enforced inequality. Students should also clearly identify one effect of the Civil Rights Movement on African Americans, such as the end of segregation or the expansion and protection of voting rights. Student answers should refer to the Student Reader and their own knowledge.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature

Describe the source: The Declaration of Sentiments is a document that shares the thoughts and feelings of Elizabeth Cady Stanton and other women's suffrage reformers about the state of women's rights in the 1800s and the need for suffrage. It was read at the Seneca Falls Convention of 1848.

Connect the source to what you know: This document was written as a result of a long history of women not having the same rights as men. The rights that are promised to all in the Declaration of Independence and the U.S. Constitution did not apply to women.

Understand the source. Identify its message, purpose, and/or author: The Declaration of Sentiments was meant to bring attention to the fact

that women were not treated equally. It paved the way for other reformers as they continued to fight for suffrage.

Draw a conclusion from or about the source:

Reformers such as Elizabeth Cady Stanton saw and experienced injustice toward women firsthand. They knew it was wrong and decided to do something about it.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature

Describe the source: The image shows some of the 250,000 people who attended the March on Washington in 1963. The march was a peaceful protest for civil rights.

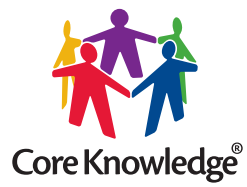
Connect the source to what you know: From the Civil War up through the 1960s, African American people dealt with discrimination and segregation in all parts of society. They were not treated equally.

Understand the source. Identify its message, purpose, and/or author: The image shows how many people made an effort to promote civil rights. These were people who were tired of being treated unfairly and wanted change.

Draw a conclusion from or about the source: It was peaceful demonstrations such as the March on Washington that brought about real change and led to the Civil Rights Act of 1964.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

- | | |
|------|-------|
| 1. c | 10. b |
| 2. n | 11. e |
| 3. d | 12. j |
| 4. q | 13. k |
| 5. l | 14. f |
| 6. m | 15. g |
| 7. o | 16. h |
| 8. r | 17. p |
| 9. i | 18. a |



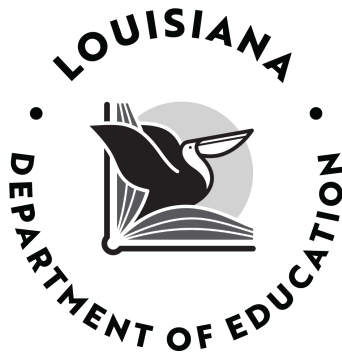
CKHG™
Core Knowledge **HISTORY AND GEOGRAPHY™**

Editorial Directors

Rosie McCormick

Ilene Goldman

in partnership with



Subject Matter Expert

Dr. Christian S. Davis, Professor of History, James Madison University

Illustration and Photo Credits

American Photo Archive / Alamy Stock Photo: 45b

Dustin Mackay: 6i

Elizabeth Cady Stanton at the Seneca Falls convention, 2004 (w/c on paper),
Frey, Matthew (b.1974) / Private Collection / Wood Ronsaville Harlin, Inc. USA /
Bridgeman Images: 6b

Everett Collection Historical / Alamy Stock Photo: 45a

FLHC41 / Alamy Stock Photo: 6h

Hi-Story / Alamy Stock Photo: 6c

IanDagnall Computing / Alamy Stock Photo: 6d, 42a

Icom Images / Alamy Stock Photo: 6m

NB/DeptComm / Alamy Stock Photo: 6k

photo-fox / Alamy Stock Photo: Cover B, 42b, 50b

Portrait of Sojourner Truth in 1864, 1864 (albumen print), American Photographer,
(19th century) / Photo © Graphica Artis / Bridgeman Images: 6a

Press Conference of Martin Luther King Activist of Civil Rights Movement here
in The American Church in Paris March 27, 1966 (b/w photo)/Photo © AGIP /
Bridgeman Images: Cover A, 6l, 50a

Rosa Parks sitting on a bus in Montgomery, Alabama / Universal History Archive/
UIG / Bridgeman Images: Cover D, 6j, 43, 50d

Science History Images / Alamy Stock Photo: Cover C, Cover E, 6f-g, 41, 50c, 50e

Shari Darley Griffiths: i, iii, 6e, 40

Wim Wiskerke / Alamy Stock Photo: 6n

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

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org



Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include:

The Founding the United States of America

Papers and Places

A Growing Nation

A Changing Nation

A Nation of Industry and Innovation

Toward a More Perfect Union

An Ever-Advancing Nation

www.coreknowledge.org