



GRADE 3 LOUISIANA SOCIAL STUDIES

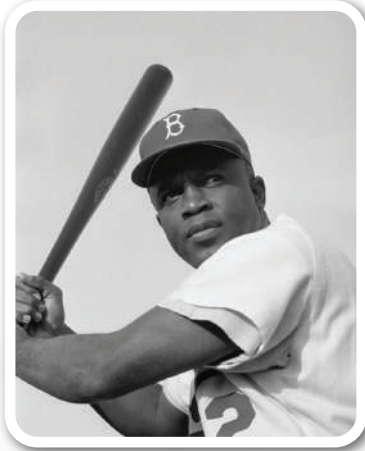
Dr. Martin Luther King Jr.

Toward a More Perfect Union



Student Workbook

Jackie Robinson



Mabel Ping-Hua Lee



Rosa Parks

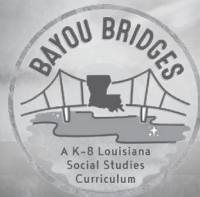
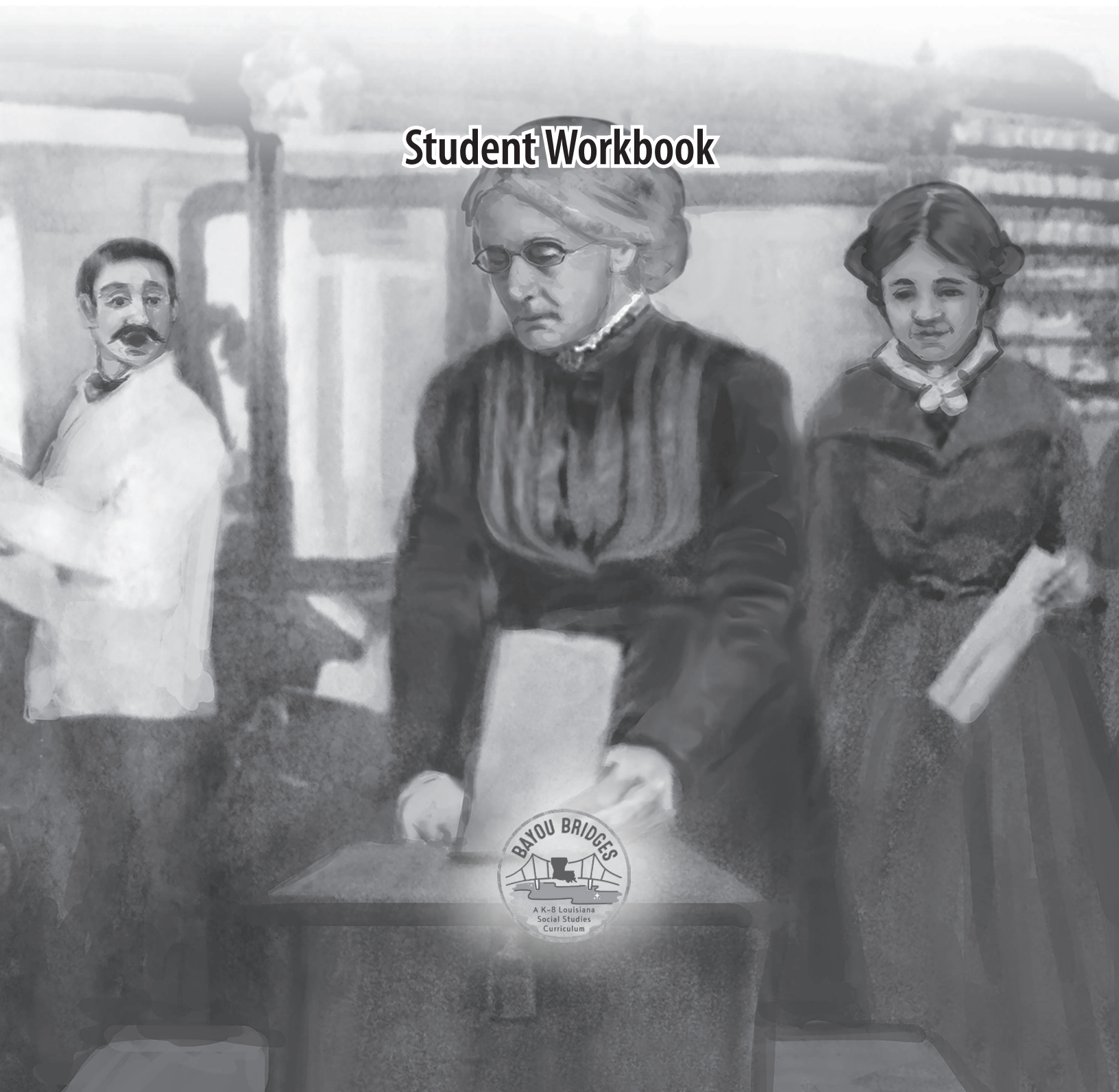


Silent Sentinels



Toward a More Perfect Union

Student Workbook



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Toward a More Perfect Union

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Chapter 1: Women’s Suffrage

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Women Speak Out	
Elizabeth Cady Stanton and Susan B. Anthony	

Ain't I a Woman?

**Mabel Ping-Hua Lee and
Alice Paul**

Primary Sources

PRIMARY SOURCE A: EXCERPT FROM THE DECLARATION OF SENTIMENTS (1848)

In 1848, a group of activists met in Seneca Falls, New York, to discuss women's suffrage and how to obtain it. It has become known as the Seneca Falls Convention. They put together a Declaration of Sentiments to show their views.

The history of mankind is a history of repeated injuries and usurpations [offenses] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to [vote].

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

He has taken from her all right in property, even to the wages she earns. . . .

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but [little pay]. . . .

He has denied her the [opportunities] for obtaining a thorough education—all colleges being closed against her. . . .

Source: Adapted from Report of the Woman's Rights Convention, held at Seneca Falls, New York, July 19th and 20th, 1848.

Name _____ Date _____

Primary Source Analysis

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

Name _____ Date _____

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

Primary Sources

PRIMARY SOURCE B: SOJOURNER TRUTH: "AIN'T I A WOMAN?"

December 1851

Women's Convention, Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "Intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

* The text of this speech is attributed to Sojourner Truth, but her actual words may have been somewhat different. It is possible that another woman, Frances Dana Gage, embroidered Truth's speech for publication.

Name _____ Date _____

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

Chapter 1 Check for Understanding: How did women gain the right to vote?

[illegible]

Chapter 2: The Civil Rights Movement

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Life, Liberty, and the Pursuit of Happiness	
Segregation	
Jackie Robinson	

Rosa Parks	
Ruby Bridges	
Dr. Martin Luther King Jr.	

Name _____ Date _____

Primary Source Analysis

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

SOURCE:

Name _____ Date _____

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

Chapter 2 Check for Understanding: How did the Civil Rights Movement end legal segregation in the United States?

[illegible]

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 |

NONFICTION EXCERPT: REV. T.J. JEMISON AND THE BATON ROUGE BUS BOYCOTT

Theodore Judson Jemison was born in 1918. His father was the pastor of a large church in Selma, Alabama. Theodore graduated from what later became Alabama State University and also became a pastor.

In 1949, Rev. T. J. Jemison came to Baton Rouge, Louisiana. He was the pastor of Mount Zion First Baptist Church. In the 1950s, Baton Rouge was a segregated city. On city buses, the ten front seats were reserved for white passengers only. African American passengers were required to sit or stand in the back of the bus, even if those ten front seats were empty.

In 1953, the Baton Rouge city council voted to increase bus fares. Rev. Jemison spoke out against the fare increase and segregation on the buses. Days later, the council voted in favor of a new seating policy. It said that African Americans would board the buses from the back while white passengers boarded from the front. The law explained that if there were more African American riders, they could have more seats on the bus.

However, nothing changed. For months, the front seats remained reserved for white riders. In early June, an African American woman wanted to sit in one of the front seats. According to the new law, she could sit there. But the bus driver did not let her sit. Community leaders protested. They encouraged the bus company to follow the new law, but the company did not.

On June 19, 1953, Rev. Jemison and other civil rights leaders in Baton Rouge announced a bus boycott. African American passengers would no longer ride the buses. Instead, Rev. Jemison organized ways for people to reach their destinations without the bus. Some people shared rides, and others walked long distances to their destinations. The bus company began to lose money. After eight days, the boycott ended in a compromise. Only the first two rows would be reserved for white riders.

Although the Baton Rouge bus boycott did not end segregation on the buses, it showed the power of nonviolent protests. Two years later, Rev. Jemison used the lessons he learned to help Rev. Martin Luther King Jr. and others in Alabama organize another important protest: the Montgomery bus boycott.

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.

Name _____

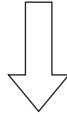
Date _____

Activity Page 1.3

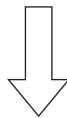
Use with Chapter 1

Claims and Evidence

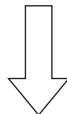
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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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

Rosa Parks sitting on a bus in Montgomery, Alabama / Universal History Archive/UiG / Bridgeman Images: Cover D

Science History Images / Alamy Stock Photo: Cover C, Cover E

Shari Darley Griffiths: i



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