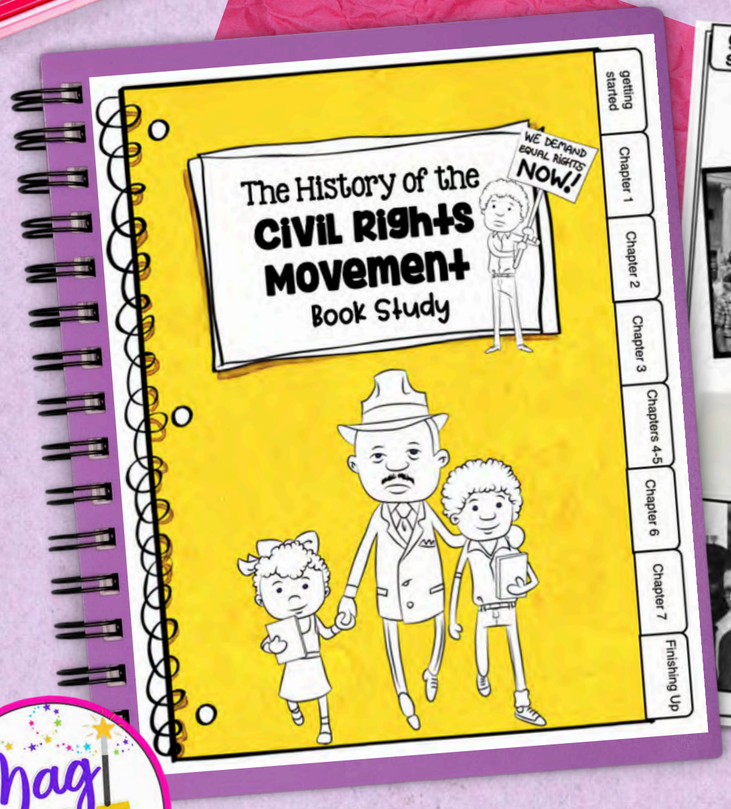
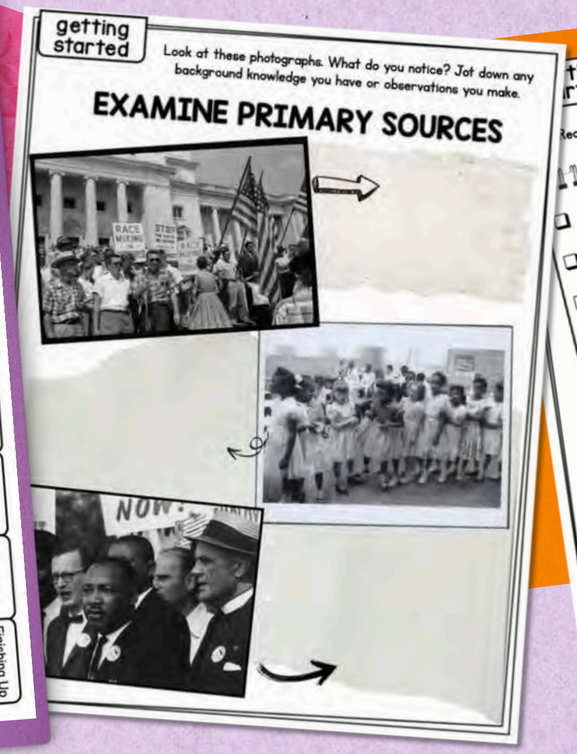
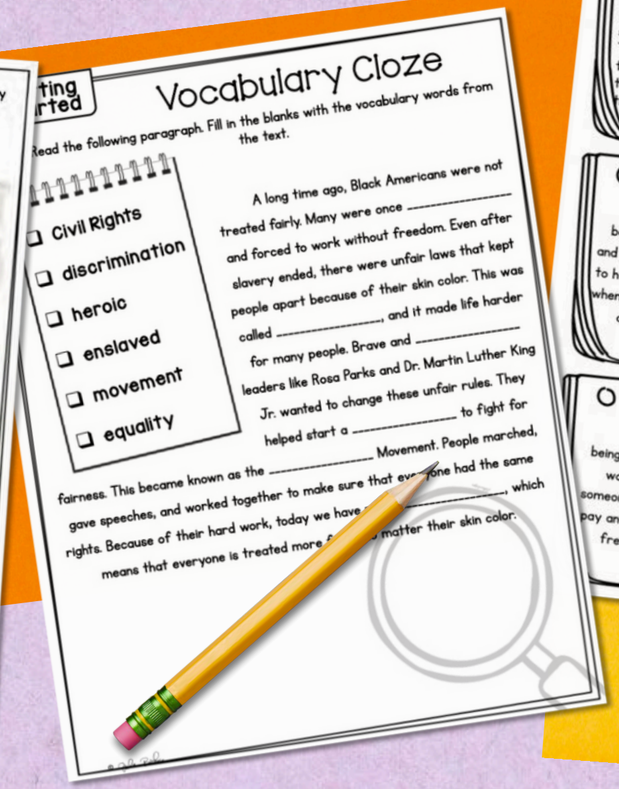
BOOK STUDIES

THE HISTORY OF THE CIVIL RIGHTS MOVEMENT



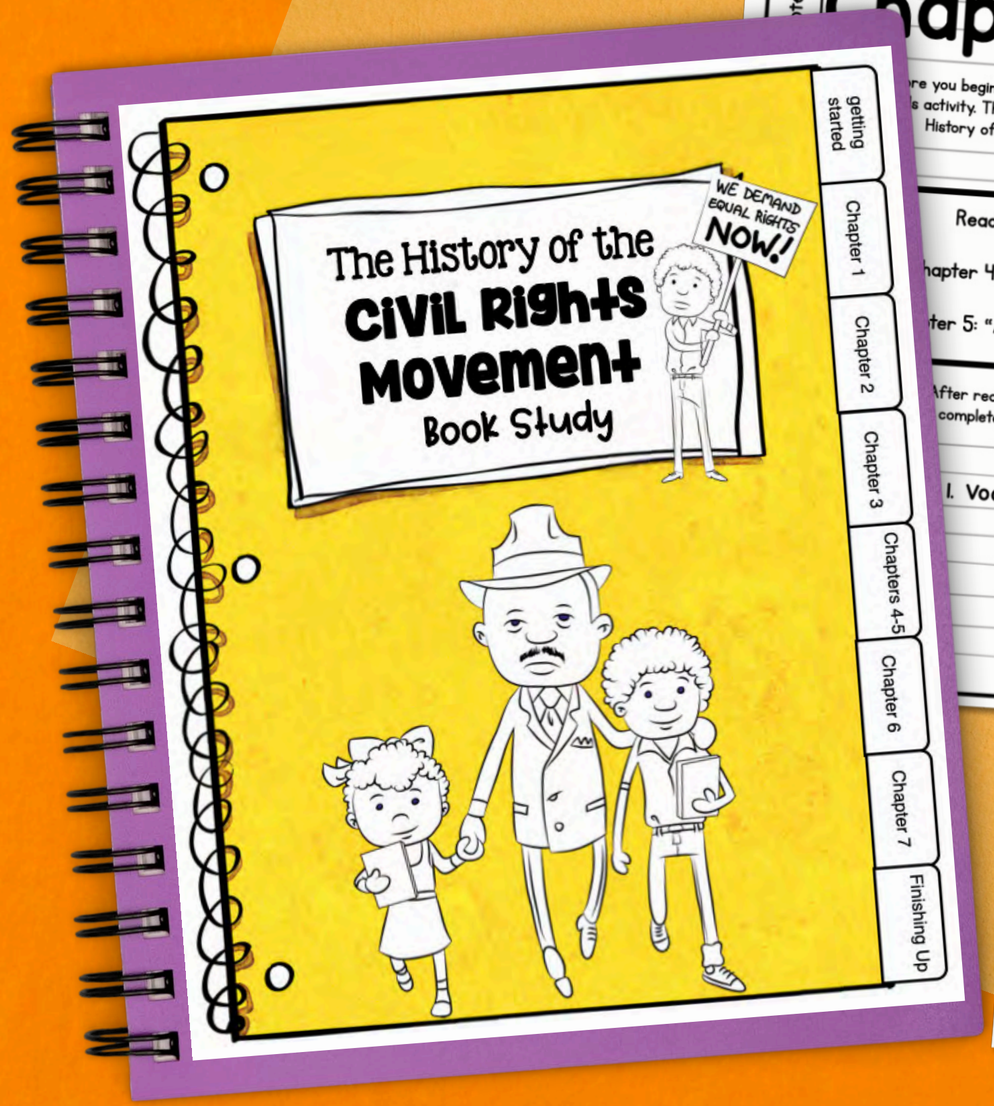


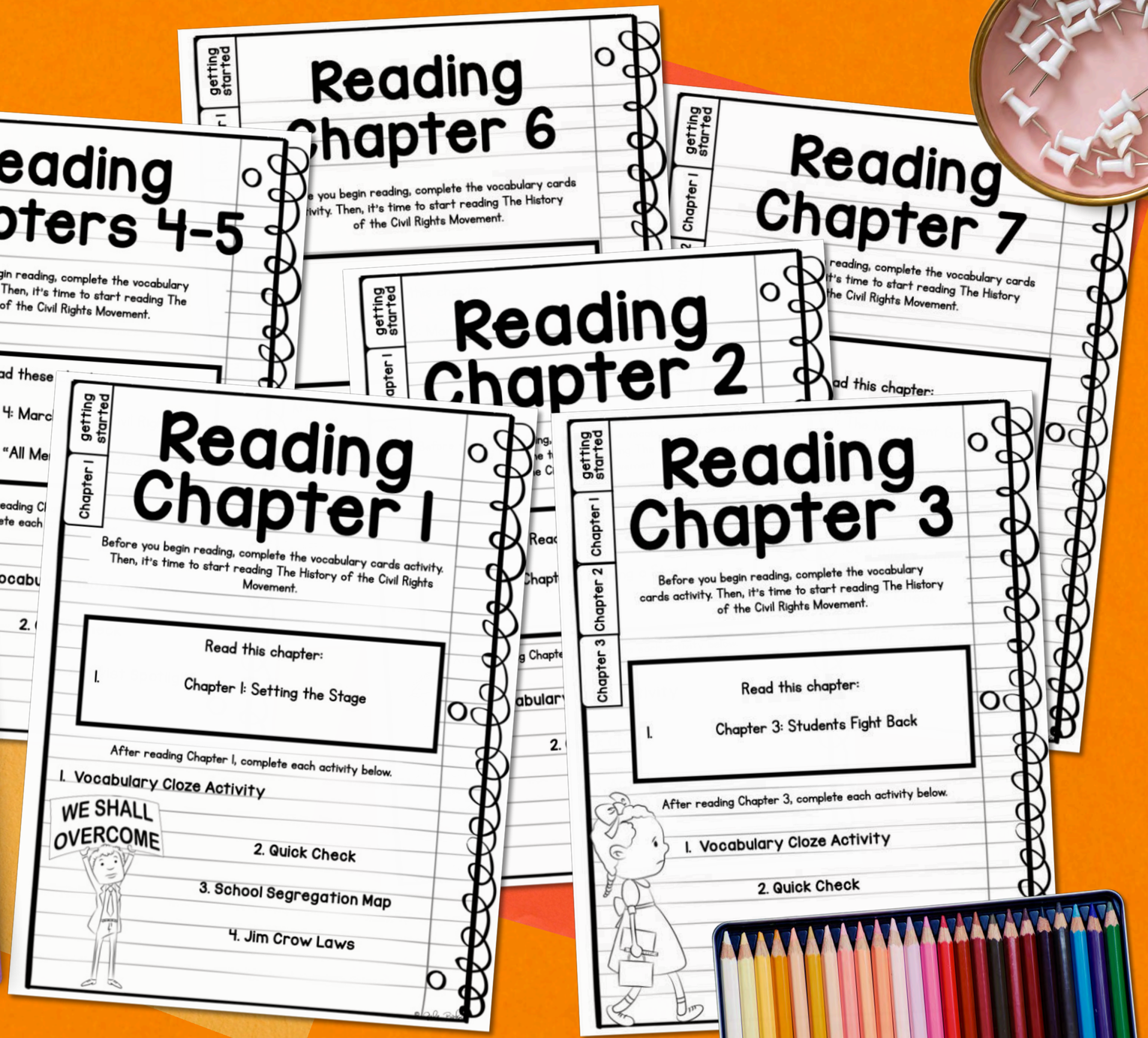




FOCUS ON VOCABULARY

SPLIT INTO SECTIONS





HISTORICAL CONTEXT

INTRODUCTION

CIVIL RIGHTS
The fair and equal rights that every person should have, no matter their skin color, religion, or background. These rights include things like voting, going to school, and being treated fairly.

DISCRIMINATION
treating someone unfairly just because of their race, gender, religion, or other differences

HEROIC
being very brave and doing something to help others, even when it is dangerous or difficult

EQUALITY
everyone is treated the same, no matter where they come from, what they look like, or who they are

ENSLAVED
being forced to work for someone without pay and without freedom

MOVEMENT
a large group of people work together to change something unfair or make life better

getting started

Look at these photographs. What do you notice? Jot down any background knowledge you have or observations you make.

EXAMINE PRIMARY SOURCES







getting started

GENRE FOCUS

The History of the Civil Rights Movement is a nonfiction text. As you read, fill in the elements of the nonfiction genre you find.

Nonfiction: Writing based on facts and real events. It is written to inform readers about real people, places, or events.

The purpose of this text is to inform me about...

Text Structure
How is this text set up?

Evidence, Sources, Primary Sources

© Dalila Eteki

getting started







FOCUS ON BUILDING VOCABULARY AND CONTENT KNOWLEDGE

Reading Chapter 1

Vocabul

Read the following paragraph. Fill
the vocabulary words fron

- ❑ Constitution
- ❑ colonists
- ❑ Supreme Court
- ❑ Civil War
- ❑ Jim Crow Laws

A long tim
to America and
started new
arguments grew
and what rights p
North and
_____ b
end slavery, but the
The war ended slaver
faced unfa
The _____ is the most important set of laws
explains the rights that all people should have. However, so
rules called _____ that kept Black and white p
buses, and even restaurants. People knew these laws were
change them. The _____ is the highest court in
important decisions about laws. Later, this court helped end
sure all people had more rights.

CHAPTER 3

NATIONAL GUARD
a group of soldiers who help in emergencies. They might be called to help during big storms, disasters, or important events.

PROTESTORS
people who stand up for what they believe is right. They might march, hold signs, or refuse to follow

NO!

FEDERAL MARSHALS
Special law officers who protect people and make sure laws are followed

FREEDOM RIDERS
brave people who rode buses into places where segregation was still happening

CHAPTER 6

PATROL
walking or driving around a certain area to keep it safe

RIOT
a large group of people gets very upset and starts acting in a violent or destructive way

APPEAL
when someone asks a higher court to look at a case again because they think a decision was unfair

Reading Chapter 7

Vocabulary Cloze

Read the following paragraph. Fill in the blanks with the vocabulary words from the text.

- ❑ ethnicity
- ❑ justice
- ❑ promote
- ❑ minority
- ❑ prejudice
- ❑ racism

The fight for _____ is still
happening today as people continue to work
toward fairness and equal treatment for all.
Even though many unfair laws have been
changed, some people still experience
_____, which m s they are treated
unfairly because of t ace or background.
Others face _____, where they are judged b someone even knows
them. Many organizations work to _____ f ss by making sure
everyone, no matter their _____ or ba und, has the same
opportunities. In many places, people in a _____ group still struggle to
have the same rights as others, but activist ntinue to stand up for change and
fairness for all.

CHAPTER 1

COLONISTS
people who moved from their home country to a new land to live there. The people who came from England to America in the 1600s and started new settlements were colonists.

CIVIL WAR
a war in the United States from 1861 to 1865 fought between the North and the South, mainly over slavery

CONSTITUTION
the most important set of laws in the United States. It was written a long time ago to explain how the government should work and what rights people have

JIM CROW LAWS
unfair rules in the southern U.S. that kept Black people from having the same rights as white people.

s 4-5

Vocabulary Cloze

Read the following paragraph. Fill in the blanks with the vocabulary words from the text.

- npaign
- ational origin
- activists
- Children's Crusade
- ❑ capitol

During the Civil Rights Movement, many brave
people stood up against unfair laws through marches
and protests. In 1963, hundreds of young students
joined the _____ in Birmingham, Alabama, to
protest segregation. These young _____
marched in the streets, even though they faced
arrests and police violence. Their courage helped
bring attention to the fight for equal rights. Later
hat year, thousands of people traveled to Washington, D.C., for the March on
Washington, where Dr. Martin Luther King Jr. gave his famous "I Have a Dream"
speech near the U.S. _____. The movement continued with the Selma
voting rights _____, where protestors marched to demand fair voting
rights. Their efforts helped lead to the passing of new laws, including the Civil
Rights Act and the Voting Rights Act. In 1966, Dr. King and other leaders expanded
their efforts to fight unfair housing rules in the North. The Chicago Freedom
Movement pushed for fair housing laws so that people could not be denied homes
based on their _____ or race. Their efforts led to the Fair Housing Act, a
_____ that made housing discrimination illegal.

QUICK CHECKS TO MONITOR COMPREHENSION

Reading Chapter 1

Quick Check

After reading the Chapter 1, answer the questions to demonstrate your comprehension.

1. Why did colonists come to America?
   a. To enslave Black people
   b. To fight the Civil War
   c. They were treated unfairly in England
   d. To be part of England

2. How were Black people treated during the Civil War?

3. What caused the Civil War? (Choose
   a. The South

Reading Chapter 2

Quick Check

After reading Chapter 2, answer the questions to demonstrate your comprehension.

1. How were the schools Black children went to different from the schools white children went to?

2. How did Oliver Brown take a stand against segregated schools? (Choose all that apply.)
   a. He sued with NAACP to end segregation.
   b. He tried to register his daughter at a white school.
   c. He joined with other Black parents who thought school segregation was unfair.
   d. He moved to Topeka, Kansas.

3. What did Brown v. Board of Education do?
   a. It allowed for legal segregation
   b. It made Black schools more equal to white schools
   b. hool segregation
   eve skin color doesn't matter

mmon?

as she important?

the Montgomery Bus Boycott? (Choose all that apply.)
ry decided not to ride the buses for over a year.
oney.
gation everywhere.
d. The bus laws were unfair.

Stand"?

Reading Chapter 3

Quick Check

After reading Chapters 3, answer the questions to demonstrate your comprehension.

1. What happened to "The Little Rock Nine" when they tried to attend school?

2. How did The Little Rock Nine and Ruby Bridges display courage and help make change?

ose all that apply.)

Reading Chapters 4-5

Quick Check

After reading Chapters 4-5, answer the questions to demonstrate your comprehension.

1. What did Dr. Martin Luther King do to help the Civil Rights Movement?

2. How did racist people respond to Dr. King and his movement in Birmingham?

3. What happened as a result of the protests?

4. What did the Civil Rights Act do? (Choose all that apply.)
   a. It ended segregation in public places.
   b. It made it illegal to discriminate against a person.
   c. It allowed Black kids to go to white schools.
   d. It allowed Black people to vote.

5. What was an effect of the Selma voting rights campaign? (Choo that apply.)
   a. Protestors were attacked.
   b. The Voting Rights Act of 1965 was passed.
   c. 50,000 Black and white people joined in to make change.
   d. President Johnson sent the U.S. Army to protect protestors.

6. Why was the Fair Housing Act important?

Reading Chapter 6

Quick Check

After reading Chapter 6, answer the questions to demonstrate your comprehen

1. Why did the Watts neighborhood start a riot?

2. What did the Black Panter Party do? (Choose all that apply.)
   a. Stop protests
   b. Protect the Black community
   c. Patrolled Black neighborhoods
   d. Gave needs to support Black people

3. How was the Black P

Reading Chapter 7

Quick Check

After reading Chapter 7, answer the questions to demonstrate your comprehension.

1. Why was the Civil Rights Act of 1991 important?

2. Why was Barrack Obama's election significant?

3. What events from recent times show us that racism and prejudice still exist today?

4. What can we learn from the story of Trayvon Martin?

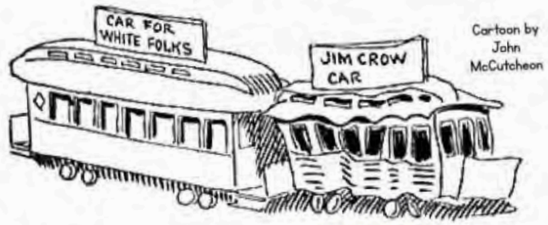
5. Why does the Black Lives Matter movement exist?

BUILD CONTENT AND HISTORICAL KNOWLEDGE

Reading Chapter 1

Jim Crow Laws

Look at the images.



Cartoon by John McCutcheon





What conclusions can you draw about Jim Crow Law[illegible]ed on these images?

CTIVIST SPOTLIGHT



Marshall

Read the following article to learn more about Thurgood Marshall.

Thurgood Marshall was a brave lawyer and leader who fought to make sure everyone was treated fairly under the law. He was born in 1908, at a time when Black and white people were kept separate because of unfair segregation laws called Jim Crow Laws. Thurgood Marshall knew segregation was wrong, so he worked hard to change the laws and make life fair for all Americans.

[illegible]good Marshall's biggest achievements was arguing the case [illegible] Education in 1954. This case went all the way to the Supreme [illegible]erful court in the country. Marshall and his team proved that [illegible]ere unfair, and the court agreed. Their decision helped to end [illegible]ols, allowing Black and white children to learn together. The [illegible]f Education ruling was a major victory for the Civil Rights [illegible] helped to end segregation in schools and paved the way for more equal rights in education.

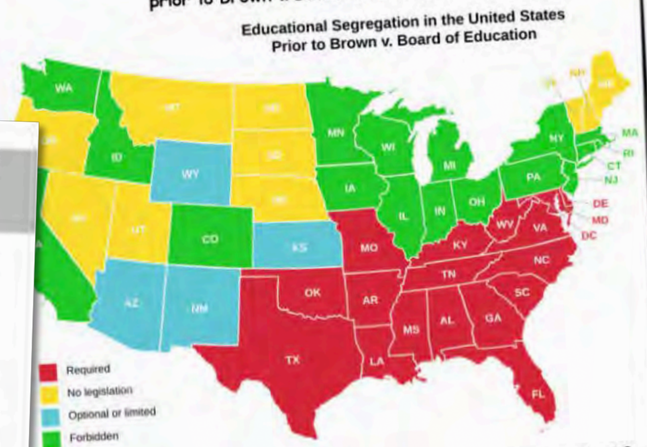
Later, Thurgood Marshall became the first Black Supreme Court justice in U.S. history. He spent 24 years on the court, making decisions that protected people's civil rights and freedom. His work helped make the United States a fairer, more equal place for everyone.

Thurgood Marshall's determination and courage helped change history. He proved that one person can make a big difference by standing up for what is right!

Reading Chapter 1

School Segregation

This map shows school segregation in the United States prior to Brown v. Board of Education.



What do you observe about the map? What areas required segregated schools? How does this connect to the history in the United States prior?

ACTIVIST SPOTLIGHT



[illegible]audette Colvin

Read the following artic[illegible] to learn more about Claudette Colvin.

Before Rosa Parks, [illegible] Claudette Colvin–a brave 15-year-old [illegible] who stood up against unfair segregation laws in Montgomery, Alabama. In 1955, Claudette was riding the bus home from school when the driver told her to give up her seat to a white passenger. She refused. She knew the law was unfair [illegible] that everyone should be [illegible]

[illegible]cause she stood her ground, Claudette was arrested and taken [illegible]. Many [illegible]n her community supported her, but others thought she was [illegible]. [illegible]e movement. Even though she did not become as famous as [illegible]. [illegible]e's actions helped inspire the Montgomery Bus Boycott. Cl[illegible] an important role in the fight for civil rights.

[illegible], Claudette became one of the first people to cho[illegible]. She was part of a lawsuit called Browder v. G[illegible] Court ruling that segregated buses were unco[illegible]ed end unfair laws and move the Civil Rights [illegible]

Claudette Colvin's courage showed that any[illegible] make a difference. She helped change history [illegible] what is right can create a better[illegible]

BUILD CONTENT AND HISTORICAL KNOWLEDGE THROUGH EXPANDED STORIES ABOUT PEOPLE

ACTIVIST SPOTLIGHT



Read the following article to learn more about Mildred and Richard

Mildred and Richard L
married couple who change
fighting for the right to be
helped end laws that banne
marriage, which are marri
people of different races.
to a major Supreme Cour
made it legal for people o
across the United States.

ACTIVIST SPOTLIGHT



Read the following article to learn more about Elizabeth Eckford.

Elizabeth Eckford was one of The Little Rock Nine, a group of brave Black students

ACTIVIST SPOTLIGHT



Read the following article to learn more about Thurgood Marshall.

Thurgood Marshall was a brave lawyer and leader who fought to make sure everyone was treated fairly under the law. He was born in 1908, at a time when Black and white people were kept separate because of unfair segregation laws called Jim Crow Laws. Thurgood knew segregation was wrong, so the laws and

ACTIVIST SPOTLIGHT



Stacey Abrams

Read the following article
Stacey Abrams

Stacey Abrams is a modern-day leade
who works to make sure everyone has a fair
chance to vote. She believes that every
person's voice matters in elections. Voting
should be fair and equal for all people, no
matter their race or backg

Stacey was born in 19
and grew up in Georgia in a
parents taught her and her

ACTIVIST SPOTLIGHT



Alicia Garza

Read the following article to learn more about Alicia Garza.

Alicia Garza is a brave activist and leader who works or social and racial justice. She is one of the founders of the Black Lives Matter movement. Black Live Matter, or BLM, brings attention to racial injustice and the need for fairness in communities, schools, and workplaces.

Alicia was born in 1981. She grew up in California. As a child, she realized some people were treated unfairly because of their skin color. She learned from her mother that what is right is important. As she got older,
e world a fairer place for everyone.

lping others and standi

death of Trayvon Martin,
licia wrote a message
the start of the Black
o peacefully protest,

ACTIVIST SPOTLIGHT



Audrey Faye Hendricks

Read the following article to learn more about Audrey Faye Hendricks.

Audrey Faye Hendricks was a brave 9-year-old girl who helped change history. In 1963, she became the youngest known child to be arrested for standing up for civil rights during th ildren's Crusade in Birmingham, Alabama though she was just a child, Audrey knew segregation was unfair, and that Black peop served the same rights as white people.

At that time, people in Birmingham faced segregatio ich kept them from using the same schools, urants, and parks as white o leaders like Dr. Martin Luther le. Audrey wanted to do something about it. She liste Jr. and knew that peaceful protests could help br ange. When she heard about the ildren's Crusade, where kids would march to dem qual rights, she told her parents, "I want go to jail."

On May 2, 1963, Audrey joined thousan other children and teenagers as they marched for freedom. The police arrested hundred kids, including Audrey, and put them in jail. Even though she was scared, she stayed str cause she knew she was fighting for what was right. She spent seven days in jail before b eleased.

The Children's Crusade was a turning point in the Civil Rights Movement. People all over the country saw how unfairly Black children were treated, and it helped push leaders to change the laws. Soon after, segregation in Birmingham started to end, and the movement grew even stronger.

Audrey Faye Hendricks showed that kids can make a big difference. Her courage helped bring justice and proved that young people's voices matter. Today, she is remembered as a hero who helped fight for equality and change the world.

ACTIVIST SPOTLIGHT



Claudet

Read the following article to learn more about Claudette Colvin.

Before Rosa Parks, there was Claudette Colvin—a brave 15-year-old girl who stood up against unfair segregation laws in Montgomery, Al

Because she s
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audette Colvin
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what is rig

ACTIVIST SPOTLIGHT



Malcolm X

Read the following article to learn more about Malcolm X.

Malcolm X was a strong and fearless leader in the Civil Rights Movement. He believed that Black people should have the same rights and opportunities as everyone else. He believed Black people should stand up for themselves to make sure they were treated fairly. His powerful speeches and ideas inspired people all over the country to fight for justice.

Malcolm X was born Malcolm Little in 1925, but he later changed his last name to "X" to honor his African heritage. He grew up during a time when

ACTIVIST SPOTLIGHT



Read the following article to learn more about John Lewis.

John Lewis was a young leader in the Civil Rights Movement who showed incredible bravery and determination. Born in 1940 in Alabama, John saw a lot of unfairness growing up. He wanted to stand up against segregation.

In 1961, John Lewis became one of the Freedom Riders, a group of brave men and women who rode buses into the segregated South to challenge unfair laws. Even though it was dangerous, John believed in using peaceful protest to make things better. He and other Freedom Riders sat in seats that were supposed to be "whites only" to show that segregation on buses was wrong.

s faced a lot of danger. Angry mobs attacked the buses, and many beaten, or thrown into jail. John Lewis was attacked more than elieved that standing up for what r ight was more important

ome a leader in the Civil Rights Movemen nize the ere Dr. Martin Luther King Jr. gave his fa arch in Selma, Alabama, in 1965 to demand Sunday" because marchers were attacked which helped protect the right to vote for al

became a congressman, where he worked hard world fairer. He spent his whole life fighting for

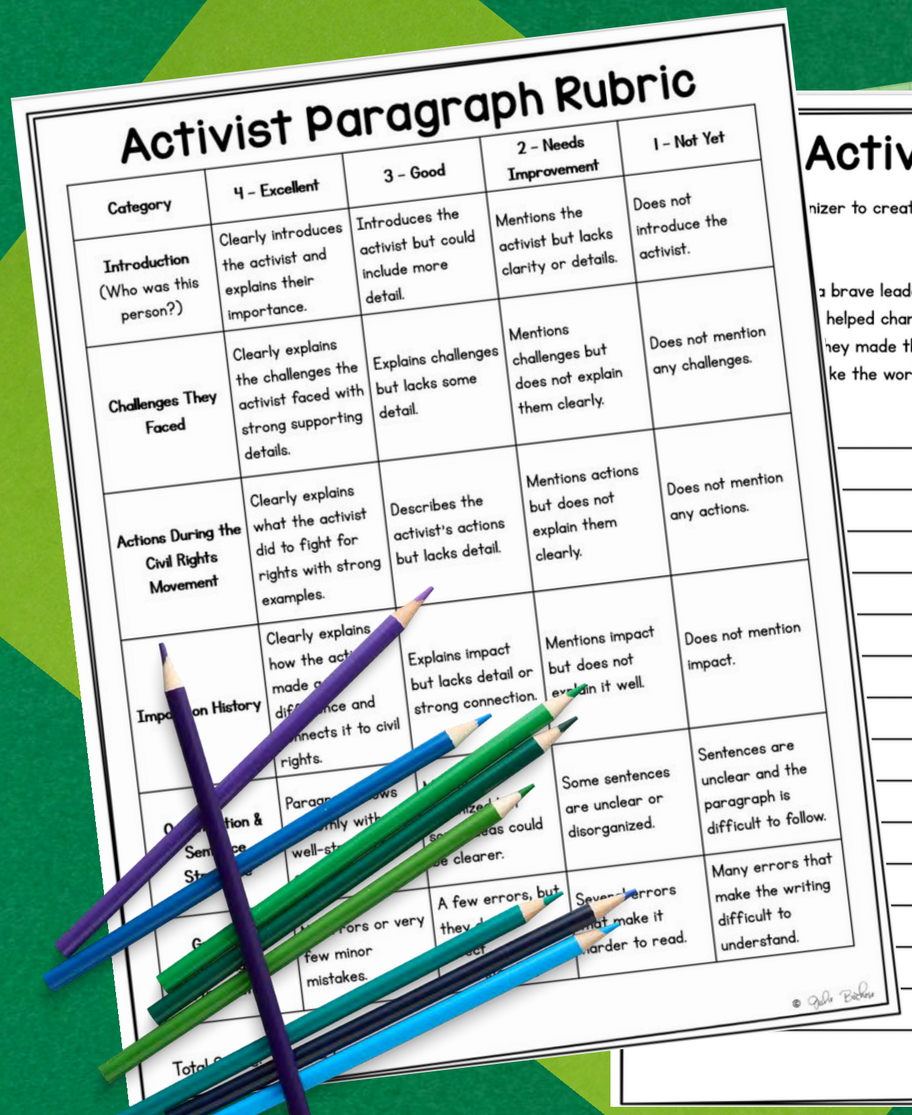
Freedom Rider and civil rights leader changed history. He showed person, can make a big difference by standing up for what is right.

CULMINATING PROJECTS GEOGRAPHY





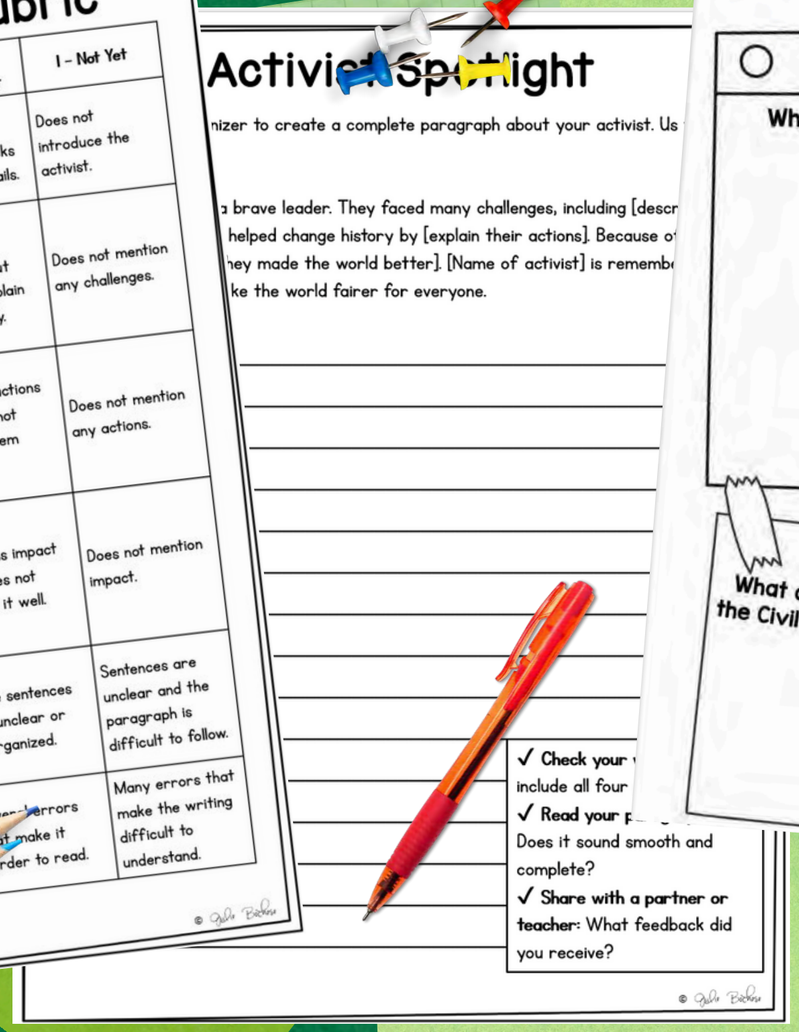
CULMINATING PROJECTS



Activist Paragraph Rubric

Category	4 – Excellent	3 – Good	2 – Needs Improvement	1 – Not Yet
Introduction (Who was this person?)	Clearly introduces the activist and explains their importance.	Introduces the activist but could include more detail.	Mentions the activist but lacks clarity or details.	Does not introduce the activist.
Challenges They Faced	Clearly explains the challenges the activist faced with strong supporting details.	Explains challenges but lacks some detail.	Mentions challenges but does not explain them clearly.	Does not mention any challenges.
Actions During the Civil Rights Movement	Clearly explains what the activist did to fight for rights with strong examples.	Describes the activist's actions but lacks detail.	Mentions actions but does not explain them clearly.	Does not mention any actions.
Impact on History	Clearly explains how the act… made a dif…nce and connects it to civil rights.	Explains impact but lacks detail or strong connection.	Mentions impact but does not explain it well.	Does not mention impact.
O… tion & Sen… ce St…	Paragra… ows well-st…	…as could …e clearer.	Some sentences are unclear or disorganized.	Sentences are unclear and the paragraph is difficult to follow.
G…	…rors or very few minor mistakes.	A few errors, but they…	Seve… errors …at make it …arder to read.	Many errors that make the writing difficult to understand.
Total …				

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Activist Spotlight

…nizer to create a complete paragraph about your activist. Us…

…a brave leader. They faced many challenges, including [descr…
…helped change history by [explain their actions]. Because o…
…hey made the world better]. [Name of activist] is remembe…
…ke the world fairer for everyone.

✓ **Check your …** include all four …
✓ **Read your p…** Does it sound smooth and complete?
✓ **Share with a partner or teacher:** What feedback did you receive?

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ACTIVIST SPOTLIGHT

Directions: Choose someone from the activist spotlight to feature.

Who was this person?

What challenges did they face?

What did they do during the Civil Rights Movement?

What impact did they have on history?



…il Rights: Then vs. Now

…nts of the Civil Rights Movement in the 1950s-1960s and our current …mples of civil rights issues or activists during each time period

…'s Movement …– 1960s)	Today

…'s still happening today?

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Good to Go

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- Print and/or copy for use in your own classroom.
- Provide printed pages to a substitute teacher with the sole purpose of instructing your students.
- Share with your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom)
- Review this resource with others with the sole purpose of recommending it to others for purchase, provided you share one of the links below:

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Not O.K.

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- Share with others to use in another classroom.
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