

GRADE 5, UNIT 4

Slavery, the Legacy of the Civil War, and the Struggle for Civil Rights for All



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Boston Black History Mural in Grove Hall

Acknowledgements

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Name: _____ Date: _____

North-South United Answers

Northern States	United States (North and South)	Southern States
An economy with a lot of industry including the Lowell Spinning Mills and whaling. (7)	Governed by the Constitution, which said that the enslaved people who escaped to free states had to be returned to their enslavers. (1)	State governments allowed slavery. (3)
State governments made slavery illegal after the American Revolution. (10)	Profited directly or indirectly from the enslaved labor of the cotton industry. (2)	An economy focused on agriculture— especially the growth of cotton using enslaved labor. (11)
	President of the United States. (4)	
	Each state allowed two senators in Congress. (5)	
	Agreed to the Three-Fifths Compromise when the Constitution was ratified. (6)	
	Governed by the 1808 federal law that banned the importation of enslaved persons from other nations to the U.S. (8)	
	Unequal treatment of African Americans (free and enslaved). (9)	
	Government of, by, and for the people. (12)	
	Located on land taken from Indigenous nations. (13)	
	Must obey the Constitution. (14)	

Name: _____

Date: _____



Lesson 1 Exit Ticket

1. Which factor do you think will most help the United States create a “more perfect union?” Why?

2. Which factor do you think will be the biggest challenge when it comes to creating a “more perfect union”? Why?

The Constitution

Governed by the Constitution, which said that enslaved people who escaped to free states must be returned to their enslavers. (1)

Profited directly or indirectly from the enslaved labor of the cotton industry. (2)

State governments allowed slavery. (3)

President of the United States. (4)

Each state allowed two senators in Congress. (5)

Agreed to the Three-Fifths Compromise when the Constitution was ratified. (6)

An economy with a lot of industry, including the Lowell Spinning Mills and whaling. (7)

Governed by the 1808 federal law banning the importation of enslaved persons from other nations. (8)

Unequal treatment of African Americans (free and enslaved). (9)

State governments decided to make slavery illegal after the American Revolution. (10)

An economy focused on agriculture—especially the growth of cotton using enslaved labor. (11)

Government of, by, and for the people. (12)

**Located on land taken from
Indigenous nations. (13)**

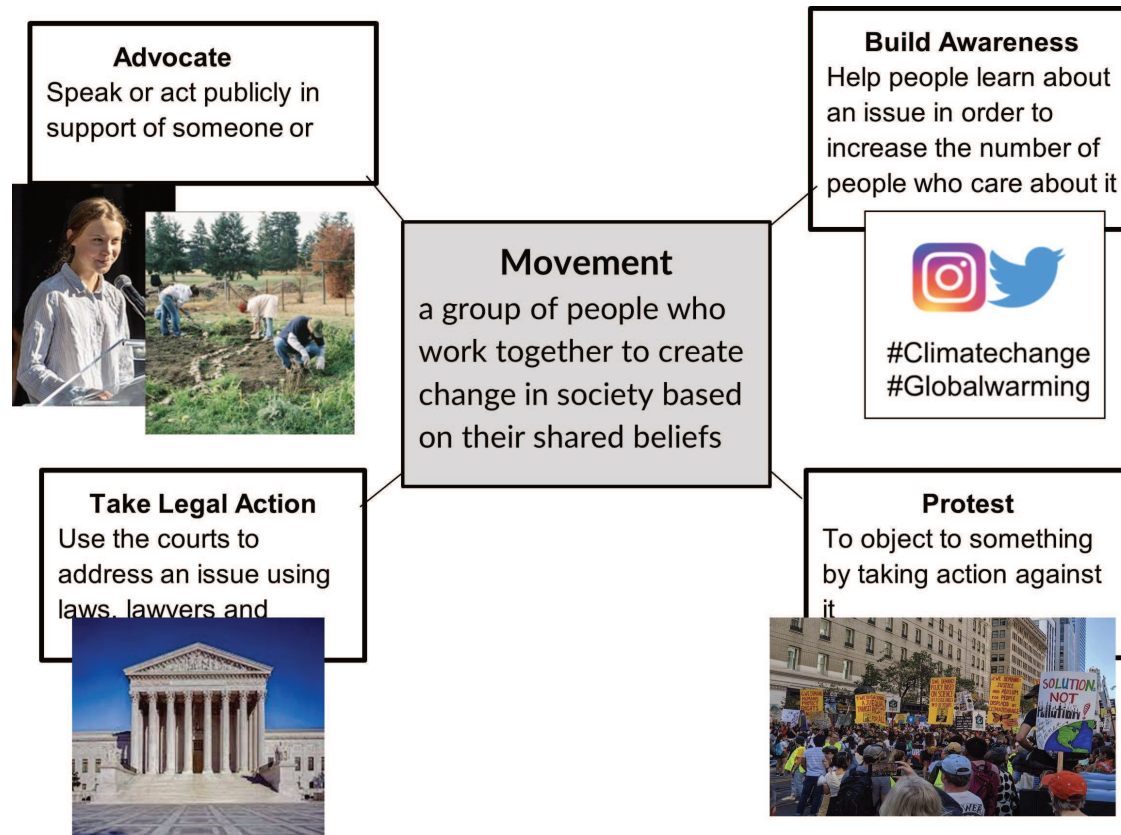
Must obey the Constitution. (14)

Name: _____ Date: _____

Movement Handout

The climate **movement** works to stop global warming from harming the planet.

Name: _____ Date: _____

Movement Handout with Images

The climate **movement** works to stop global warming from harming the planet.

Image adapted from: [What is a Movement Infographic](https://www.globalfundforwomen.org), <https://www.globalfundforwomen.org>

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Question Reference Sheet

Inquiry Question:

How did the abolitionist movement work to create a “more perfect union?”

Question #	Our Questions:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Name: _____ Date: _____

William Lloyd Garrison—Abolitionist Research Packet

Step 1. Choose 2 questions from the Question Reference Sheet and write them below.

Question 1:

Question 2:

Supporting Question: How did the abolitionist movement work to create a “more perfect union”?

Step 2. Take turns reading the paragraphs about the abolitionist out loud. As you read, underline or highlight the information that helps you to answer a question:

- Write **Q1** if it helped you answer Question 1.
- Write **Q2** if it helped you answer Question 2.
- Write **SQ** if it helped you answer the Supporting Question.

Step 3. In the Notes column, write **advocating**, **raising awareness**, **taking legal action**, and/or **protesting** when you see evidence of it.



William Lloyd
Garrison, Public
Domain

Born: 1805, Newburyport, Massachusetts

Died: 1879, New York, New York

William Lloyd Garrison Biography	SQ, Q1, or Q2?	Notes
William Lloyd Garrison was born in Newburyport, Massachusetts. When he was 13 years old, he began to work for a newspaper called the <i>Newburyport Herald</i> .		
Garrison was very religious. When he was 25 years old, he became very interested in the abolition movement. He started an anti-slavery newspaper called <i>The Liberator</i> in 1831. In his newspaper and his speeches, he called for the immediate abolition of slavery. Garrison believed that slavery was immoral* and could not continue. <i>*immoral: a way of behaving that is wrong</i>		
At the time, many people in the United States held the racist opinion that Black people could not fit into American society. Garrison argued that they could. He said that Black people were also Americans. He said that they deserved to have “life, liberty, and the pursuit of happiness” just like the White people in the nation.		
Garrison was a “radical” abolitionist. Radical abolitionists wanted slavery to end immediately. They were not willing to compromise or to be patient. This was not a popular opinion in the 1830s, even in the North. Working as a radical abolitionist could be very dangerous. In 1835, Garrison was attacked by an angry anti-abolitionist mob in Boston.		

William Lloyd Garrison Biography	SQ, Q1, or Q2?	Notes
Although Garrison wanted slavery to end immediately, he also wanted it to end peacefully. He did not want to use violence to free enslaved people. He worked to convince people that slavery was morally wrong using his words. He started two Anti-Slavery groups who worked to end slavery peacefully. These groups wrote anti-slavery newspapers and pamphlets, gave public speeches against slavery, sent petitions to Congress, and wrote letters to enslavers in the South telling them that God wanted slavery to end. In 1844, he came up with the idea “No Union with Slaveholders,” believing that the United States could never be “more perfect” if it existed with slavery.		
At first, Garrison worked with formerly enslaved abolitionist Frederick Douglass. However, the men disagreed about the U.S. Constitution. Garrison believed that the Constitution supported slavery. Douglass believed that the Constitution could be used to end slavery. Because of this disagreement, the two men stopped working together. Although they both shared the vision of a union without slavery, they disagreed about the best way to create it. They would never work together again.		

William Lloyd Garrison Quotes	SQ, Q1, or Q2?	Notes
On [slavery] I do not wish to think, or speak, or write, with moderation *. No! No!"..., I will not excuse, I will not retreat a single inch, and I will be heard. —William Lloyd Garrison in <i>The Liberator</i> , January 1, 1831 * <i>moderation: balance, restraint</i>		
Enslave the liberty of...one human being and the liberties of the world are put in peril *. —William Lloyd Garrison, date unknown * <i>peril: danger</i>		

Sources:

[William Lloyd Garrison | African American History and Culture](#)

[William Lloyd Garrison | Social Activist | Hilbert College](#)

Harriet Beecher Stowe—Abolitionist Research Packet

Step 1. Choose 2 questions from the Question Reference Sheet and write them below.

Question 1:

Question 2:

Supporting Question: How did the abolitionist movement work to create a “more perfect union”?

Step 2. Take turns reading the paragraphs about the abolitionist out loud. As you read, underline or highlight the information that helps you to answer a question:

- Write **Q1** if it helped you answer Question 1.
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- Write **SQ** if it helped you answer the Supporting Question.

Step 3. In the Notes column, write **advocating**, **raising awareness**, **taking legal action**, and/or **protesting** when you see evidence of it.



Harriet Beecher
Stowe, Public
Domain

Born: 1811, Litchfield, Connecticut
Died: 1896, Hartford, Connecticut

Harriet Beecher Stowe Biography	SQ, Q1, or Q2?	Notes
Harriet Beecher Stowe came from a big family. She was one of 11 children! Her father was a Christian minister. Her family talked about current events and social justice. They were very religious and believed that God wanted them to do what was right in the world. She loved to read. She spent a lot of her childhood writing stories, and won prizes for her writing.		
When she was 22 years old, she went to Kentucky. It was her first time in a slave state. Seeing enslaved people not treated like humans upset Beecher Stowe. She never forgot that experience.		
Beecher Stowe lived in Maine with her family when a new law was passed. The Fugitive Slave Law said that enslaved people who escaped had to be returned to their enslavers. All citizens were expected to help enforce the law, and those who captured runaway slaves would be given money as a reward. One night an enslaved man who was escaping to freedom in the North knocked on her door. She decided to help him, even though she was breaking the law.		

Harriet Beecher Stowe Biography	SQ, Q1, or Q2?	Notes
After that experience, she became an abolitionist. She wrote a novel (fictional book) called <i>Uncle Tom's Cabin</i> . The novel told the story of an enslaved man named Tom who was hard-working, honest, and religious. Tom was enslaved by a greedy and cruel man named Simon Legree. The novel allowed people to understand the great suffering that slavery caused. When Harriet Beecher Stowe published the novel, she also published evidence to prove that the descriptions she gave of the horrors of slavery were true. The novel changed how White Northerners felt about Black people.		
<i>Uncle Tom's Cabin</i> sold 10,000 copies in its first week. So many people wanted to read the novel that the publisher couldn't print copies fast enough! To reach even more people, <i>Uncle Tom's Cabin</i> was turned into a play. Because of <i>Uncle Tom's Cabin</i> , millions of Americans saw how horrible slavery was, and began to believe that it should be abolished everywhere in the United States.		

Harriet Beecher Stowe Quotes	SQ, Q1, or Q2?	Notes
I wrote <i>Uncle Tom's Cabin</i> because I was heartbroken by the injustice of slavery. As a Christian, I felt that slavery dishonored God. As a lover of my country, I feared that God would punish the nation for the sin of slavery. —Harriet Beecher Stowe, January 20, 1853 (adapted for 5th-grade)		
There is more done with pens than swords. —Harriet Beecher Stowe (date unknown)		

Sources:

[Biography: Harriet Beecher Stowe](#)

[Harriet Beecher Stowe Center \(https://www.harrietbeecherstowecenter.org/\)](https://www.harrietbeecherstowecenter.org/)

Frederick Douglass—Abolitionist Research Packet

Step 1. Choose 2 questions from the Question Reference Sheet and write them below.

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- Write **SQ** if it helped you answer the Supporting Question.

Step 3. In the Notes column, write **advocating**, **raising awareness**, **taking legal action**, and/or **protesting** when you see evidence of it.



Frederick
Douglass
Metropolitan
Museum of Art,
Public Domain
via Wikipedia

Born: 1818, Maryland
Died: 1895, Washington, D.C.

Frederick Douglass Biography	SQ, Q1, or Q2?	Notes
Frederick Douglass was born into slavery. He learned to read, a rare skill for an enslaved person to have. He also taught other enslaved people to read and write. In 1838, he successfully escaped slavery and settled in New Bedford, Massachusetts.		
In New Bedford, He learned about William Lloyd Garrison’s abolitionist newspaper, <i>The Liberator</i> . In 1841, He attended the Massachusetts Anti-Slavery Society convention organized by Garrison. There, Garrison asked Douglass to speak about his life under slavery. His first speech was very powerful! Garrison then asked him to tour the country and share his story, and Douglass agreed. Douglass believed his story and the work of abolitionists like Garrison could convince people that slavery must end. He did not think that violence was necessary to change people’s hearts and minds about slavery. Douglass was a Christian. He was critical of people who said they were Christians but supported slavery.		
In 1845, he published his autobiography <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> . Two years later, Douglass moved to Rochester, New York and started his own abolitionist newspaper called <i>The North Star</i> .		

Frederick Douglass Biography	SQ, Q1, or Q2?	Notes
While in New York, Douglass changed his mind about the best way to abolish slavery. He stopped thinking that slavery could be ended by convincing people that it was wrong. He began to think that the government needed to end slavery by changing laws. Many abolitionists believed that a political solution was not possible because the Constitution protected the rights of Southern states to own human beings as property. But Douglass believed that the Constitution provided a way for the nation to live up to its founding values. He argued that the Constitution was always meant to protect people's freedom and rights. He argued that the nation would become "more perfect" if it worked to extend freedom to all.		
As a result of Douglass' change in strategy, he stopped working with William Lloyd Garrison. However, Douglass was often in contact with John Brown. Douglass respected Brown's commitment to destroying slavery. He was aware of Brown's plan to steal weapons from the government and start a slave revolt. However, Douglass did not participate because he thought the plan would fail. Douglass shifted the focus of his work toward putting pressure on the government to end slavery. Throughout the rest of his career, he often met with politicians. He pressured them to end slavery and promote the rights of African Americans and others as their duty under the Constitution.		

Frederick Douglass Quotes	SQ, Q1, or Q2?	Notes
<p>Fellow-citizens! The existence of slavery in this country brands your republic as a sham* and your Christianity as a lie. It destroys your moral power abroad. It corrupts your politicians at home... It is the only thing that seriously disturbs and endangers your Union.</p> <p>—Frederick Douglass, “What to the Slave is the 4th of July?,” 1852</p> <p><i>*sham: something that is false or a lie</i></p>		
<p>The Constitution is a GLORIOUS LIBERTY DOCUMENT. Read its preamble, consider its purposes. Is slavery among them? It is not.</p> <p>—Frederick Douglass, “What to the Slave is the 4th of July?,” 1852</p>		

Source:

[Frederick Douglass - Frederick Douglass National Historic Site \(US National Park Service\)](#), [Frederick Douglass \(PBS.com\)](#).

John Brown—Abolitionist Research Packet

Step 1. Choose 2 questions from the Question Reference Sheet and write them below.

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- Write **SQ** if it helped you answer the Supporting Question.

Step 3. In the Notes column, write **advocating**, **raising awareness**, **taking legal action**, and/or **protesting** when you see evidence of it.



John
Brown
Public
Domain

Born: May 9, 1800
Torrington Connecticut
Died: December 2, 1859
Charles Town, West Virginia

John Brown Biography	SQ, Q1, or Q2?	Notes
John Brown was raised in a religious family that believed slavery was wrong. He grew up in Hudson, Ohio, which was a stop on the Underground Railroad. The Underground Railroad was a network of safe homes that helped enslaved people escape to freedom. John Brown’s father, Owen, opened their home to people escaping slavery. Later in life, John Brown moved to New York and settled in a community of Black Farmers.		
Like William Lloyd Garrison, John Brown was a radical abolitionist. He wanted slavery to end everywhere immediately. Unlike Garrison, John Brown was willing to use violence to end slavery because slavery itself used so much violence. When Brown lived in the Kansas Territory, a pro-slavery group attacked abolitionists. So he and his sons attacked and killed five pro-slavery settlers. He wanted Kansas to be a free state.		

John Brown Biography	SQ, Q1, or Q2?	Notes
The longer slavery continued in the nation, the more convinced Brown became that it could only be ended with violence. He and a group of white and black abolitionists planned to attack a building called an armory. An armory is where the government stores weapons. Their plan was to steal the weapons and give them to enslaved people to form an army to fight against their enslavers. Abolitionist and Underground Railroad leaders helped Brown come up with these plans. Frederick Douglass was aware of the plans but did not agree that this level of violence was the solution.		
On October 16, 1859, Brown and his followers took control of the armory. They also took 60 men as hostages. The attack was not successful. Local troops defended the armory and attacked back. Ten of John Brown's followers, including one of his sons, were killed. Brown was captured and put on trial for murder, treason, and trying to start a slave rebellion. While waiting for his trial, he gave a lot of interviews to argue why the nation must end slavery. He was found guilty and given the death penalty.		
John Brown made many Americans feel that compromise over slavery was no longer possible.		

John Brown Quotes (adapted)	SQ, Q1, or Q2?	Notes
<p>Slavery is a barbaric* and unjustifiable** war of one portion of United States citizens against the other. Slavery goes against the truths of the Declaration of Independence.</p> <p>—John Brown, 1858</p> <p><i>*barbaric: very cruel</i> <i>**unjustifiable: cannot be defended or excused</i></p>		
<p>If it is necessary for me to die to end the cruelty of slavery, let it be done. I will [mix] my blood with the blood of millions in this slave country. Their rights are disregarded* by wicked, cruel, and unjust laws.</p> <p>—“Address of John Brown to the Virginia Court, 1859”</p> <p><i>*disregarded: ignored</i></p>		

Source:

[John Brown's Raid \(US National Park Service\)](#), [John Brown - Raid on Harpers Ferry & Abolitionist - HISTORY](#)

Harriet Tubman—Abolitionist Research Packet

Step 1. Choose 2 questions from the Question Reference Sheet and write them below.

Question 1:

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Step 2. Take turns reading the paragraphs about the abolitionist out loud. As you read, underline or highlight the information that helps you to answer a question:

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- Write **SQ** if it helped you answer the Supporting Question.

Step 3. In the Notes column, write **advocating**, **raising awareness**, **taking legal action**, and/or **protesting** when you see evidence of it.



[Harriet Tubman](#)
by H.B. Lindsley,
Library of
Congress, via
Wikimedia
Commons

Born: 1822, Maryland
Died: 1913, Auburn, New York

Harriet Tubman Biography	SQ, Q1, or Q2?	Notes
Harriet Tubman was an abolitionist who worked to help enslaved people become free. She was born into slavery. Her birth name was Araminta. As an enslaved child, she was beaten and whipped and was once hit so hard that she almost died. In 1844, she married a free man named John Tubman. That is when she changed her name to Harriet.		
In 1849, she decided to run away when she learned her enslaver planned to sell her away from her family. Running away was very dangerous for an enslaved person. Tubman used the Underground Railroad to escape. The Underground Railroad was not a train but a network of safe houses and secret routes. This network helped enslaved people escape the slave states and go to free states or Canada.		

Harriet Tubman Biography	SQ, Q1, or Q2?	Notes
Harriet Tubman made it safely to the North, but she didn't stop there. Her own freedom was not enough. All enslaved people needed to be free! Harriet Tubman returned to Maryland 13 times to help enslaved people run away from their enslavers. She helped 70 people escape to freedom and safety in the North. She was very religious and believed God would keep her safe on the Underground Railroad. She also carried a gun with her to protect against slave catchers.		
Harriet Tubman was friendly with William Lloyd Garrison and Harriet Beecher Stowe. She also knew Frederick Douglass and was close to John Brown. She helped John Brown plan a slave uprising at Harpers Ferry in Virginia. She did not participate in the raid, however. But like Brown, she believed that using violence to end slavery was justified .* *justified: defensible, excusable		
When a war between the slave states and the free states started in 1861, Harriet Tubman worked as a spy for the Union army. She believed that a victory of the free states would help to create a "more perfect union" without slavery.		

Harriet Tubman Quotes	SQ, Q1, or Q2?	Notes
There are two things I've got a right to, and these are Death or Liberty. No one will take me back alive; I shall fight for my liberty, and when the time has come for me to go, the Lord will let them kill me. —Harriet Tubman in <i>Scenes in the Life of Harriet Tubman</i> by Sarah Hopkins Bradford		
I was free, but there was no one to welcome me to the land of freedom. ... because my father, my mother, my brothers, sisters, and friends were in Maryland. But I was free, and they should be free. —Harriet Tubman in <i>Scenes in the Life of Harriet Tubman</i> by Sarah Hopkins Bradford		

Source:

<https://www.womenshistory.org/>[Harriet Tubman Biography](#)[Harriet Tubman: Facts, Underground Railroad & Legacy - HISTORY](#)

Name: _____

Date: _____



Lesson 4 Exit Ticket

Abolitionists:

- Frederick Douglass
- Harriet Tubman
- John Brown
- William Lloyd Garrison
- Harriet Beecher Stowe

1. The work of _____ and _____ was similar because...

2. The work of _____ and _____ was different because...

3. Abolitionists worked to “create a more perfect union” by...

Name: _____ Date: _____

Abolitionist Gallery Walk One-Pager

Name of abolitionist: _____

Question 1:

Answer:

Question 2:

Answer:

Question 3: Evidence of advocacy, protest, awareness building, or legal action:

Answer:

Supporting Question: This abolitionist worked to create a “more perfect union” by...

Answer:

Name: _____ Date: _____

1860 Republican Party Platform

Directions: Read each excerpt about slavery from the Republican Party Platform in 1860. For each, decide if it is something that free states, slave states, and/or abolitionists would support (write **YES**) or not support (write **NO**). As you make your choices, remember the connections between the Northern economy and slavery you learned about in Unit 3.

1860 Republican Party Platform Excerpt	Free States	Slave States	Abolitionists
The Constitution binds the states together and is the law of the land. All states must respect it for the good of the nation.			
Slavery is protected by the Constitution. Slave states have the right to allow slavery if that is what their people want.			
The Constitution says enslaved people who escaped to free states must be returned to their enslavers (called “owners”).			
Slavery should not be allowed in the territories (land in the West that will become states in the future).			
Slavery is not moral. It goes against American values.			

Source: Adapted for the 5th-grade reader from [Republican Party Platform of 1860 | The American Presidency Project](#)

Name: _____ Date: _____



Lesson 5 Exit Ticket

How do you think the election of Republican Abraham Lincoln as president will affect the unity of the states and the people? Why?

Name: _____ Date: _____

Secession and Inauguration

Directions: Answer the questions and fill in the blanks below.

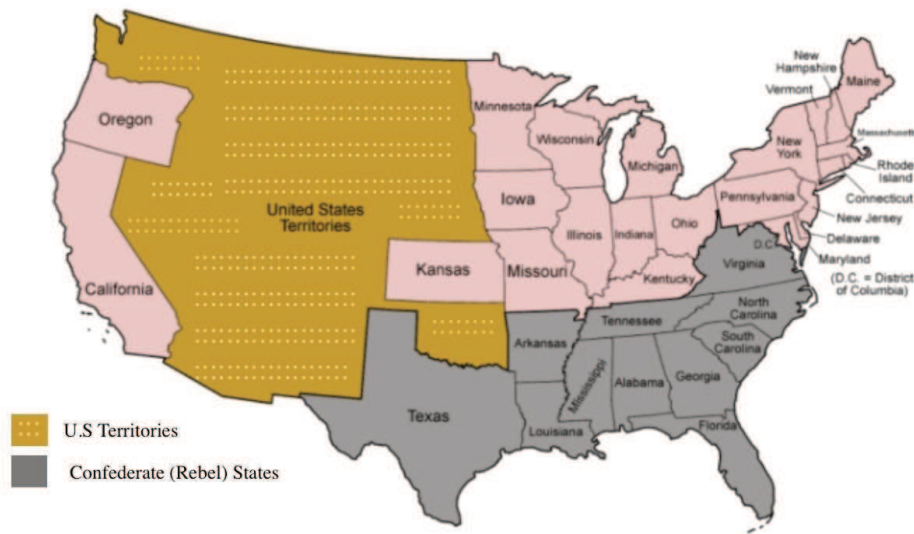
South Carolina Declaration of Secession—December 20, 1860 (Excerpt)*

“The northern states elected a President who is against slavery. When the nation was formed, slavery was protected in the Constitution. We do not think Abraham Lincoln will protect our right to slavery. Therefore, We, the People of South Carolina, declare that the Union existing between this State and the other States of North America is dissolved.”

—*South Carolina Declaration of Secession*

1. What argument does South Carolina make about slavery and secession?

The Confederate States of America



[CSA States Evolution](#) by Golbez, licensed under the Creative Commons Attribution-Share Alike 3.0 Unported

"The right of property in slaves shall not be impaired**."
—*The Constitution of the Confederate States of America*

(**to "impair" means to weaken)

- A total of eleven states seceded from the Union. These states called themselves **The Confederate States of America**.
- The Confederate States elected a president and wrote a constitution. They claimed to be an independent nation, separate from the United States.
- The United States referred to the Confederacy as the **Rebel States**. The United States did not recognize the Rebel State as a sovereign nation, nor did any country in the world.

2. The goal of the Confederate States of America (Rebel States) was to...

Abraham Lincoln—First Inaugural Address—March 4, 1861 (Excerpt)*

“The Constitution protects slavery in the states that have chosen to allow it. The Constitution says that runaway slaves must be returned to their owners. As President, I have taken an oath that I will ‘preserve, protect and defend the Constitution of the United States.’ I do not plan to interfere with slavery where it exists.

“Violence in any State against the power of the United States is an attempt to take control of the government illegally.

“One section of our country believes slavery is right and should be extended. The other believes it is wrong and should not be extended. This is the only major disagreement. In your hands, my unhappy fellow countrymen, and not in mine, is the momentous issue of civil war. There will not be a war if you do not start one. We are not enemies, but friends. We must not be enemies. Though strong feelings may have strained our bonds, they must not break.”

—*First Inaugural Address*

3. What argument does Lincoln make about slavery and secession?

4. The goal of the United States government with regard to the Rebel States and slavery was to...

Source: [South Carolina Declaration of Secession, 1860 | The American Yawp Reader](#) *Adapted for 5th-grade reader
[First Inaugural Address of Abraham Lincoln](#) *Adapted for the 5th-grade reader.

Supporting Question Launch

How and why did the Union's goals change during the first two years of the Civil War?

[illegible]

Name: _____ Date: _____

African American Goals for the Civil War Graphic Organizer

Passage #	What goal for the Civil War is described by the author of the passage?	Evidence from Text
1		
2		
3		
4		
5		

Name: _____ Date: _____



Lesson 7 Exit Ticket

The goals of free and enslaved African Americans in the Civil War were...

Bonus Question:
How were the goals of African Americans similar or different from the Union’s goals?

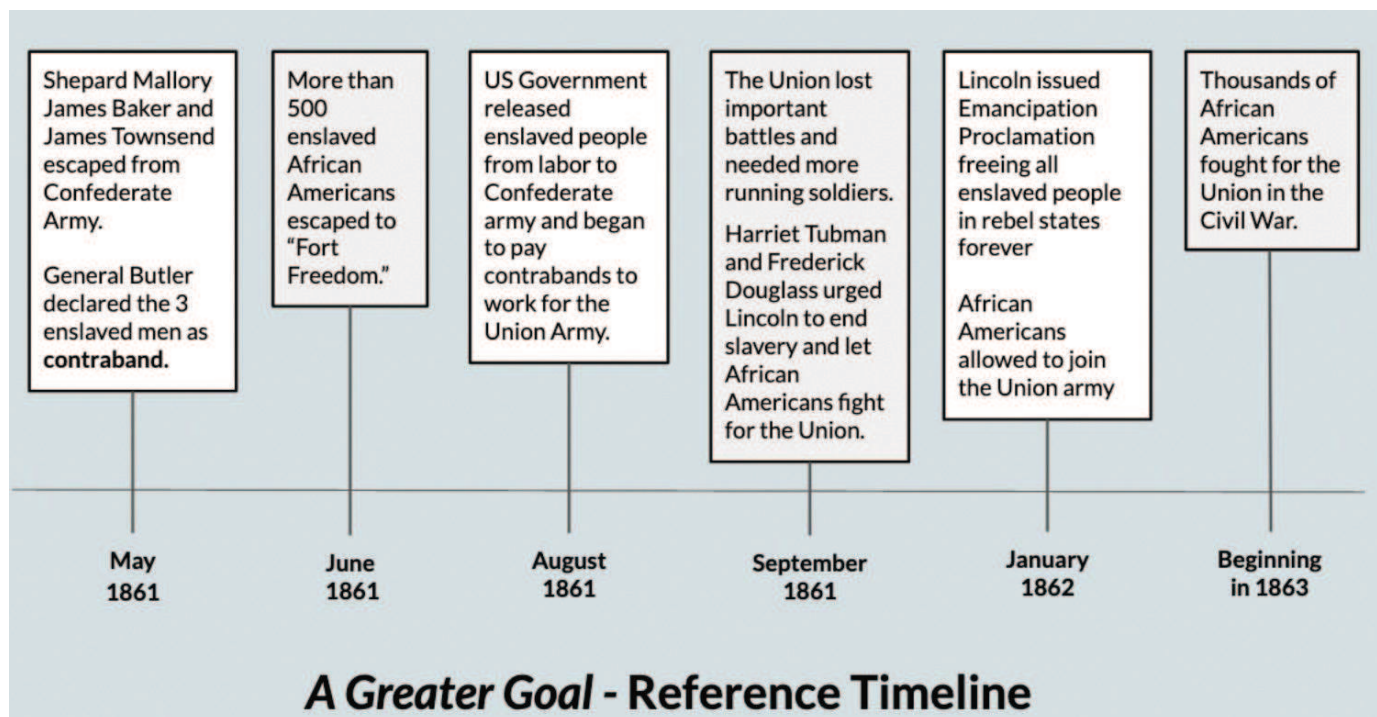
Name: _____

Date: _____

Goals for the Outcome of the Civil War in 1861

Union	African Americans	Confederacy
<ul style="list-style-type: none"> Bring the seceded states back into the Union without taking away the rights of enslavers to own African Americans as property. 	<ul style="list-style-type: none"> Bring freedom to African Americans by ending slavery in the United States. Fight for the Union in the Civil War. 	<ul style="list-style-type: none"> Protect the rights of enslavers to own African Americans as property by becoming an independent nation separate from the United States.

How and why did the Union's goals change during the first two years of the Civil War?



A Greater Goal - Reference Timeline

Name: _____ Date: _____

Book Activity Graphic Organizer

The Civil War: 1861–1863

Directions: Fill in the graphic organizer with the following:

1. Write whose war goal is helped by the event or action. Write “C”, “AA”, and/or “U”
 - C = Confederacy
 - AA = African Americans
 - U = Union
2. Write a few words to support your choice in the Notes column.
3. Answer the question about page 10.

Page #	Date	Event	Whose war goal is helped? (C, AA, U)	Notes
1	May 1861	Charles Mallory takes three enslaved men to work at Sewell's Point.		
2	May 1861	Shepard Mallory, Frank Baker, and James Townsend escape to Fort Monroe.		
3	May 1861	Whose war goals do you think John Phelps supports?		
4	May 1861	Whose war goals do you think General Butler supports?		
5	May 1861	Butler's decision		
6	June 1861	Fort Monroe becomes "Fort Freedom."		
7	July 1861	First Battle of Bull Run		
8	August 1861	Congress passes First Confiscation Act.		
9	August 1861 → onward	Thousands of enslaved persons escape from the Confederacy and work for the Union, earning pay for their labor.		

10	January 1862	Question: How are Tubman and Douglass encouraging the Union to expand its war goals?	Answer:	
11	April 1862	Battle of Shiloh		
11	August - December 1862	Second Battle at Bull Run Battle of Fredericksburg		
12	January 1, 1863	Emancipation Proclamation		
13 & 14	January 1, 1863 →	African Americans are allowed to join and fight in the Union Army.		

Directions: Fill in the blank and answer the questions below.

In **1861**, the goal of the United States (the Union) was to bring the seceded states back into the Union without taking away the rights of enslavers to own African Americans as property.

1. In **1863**, the United States (the Union) still wanted to bring the seceded states back into the Union. However, it no longer cared about protecting their right to...

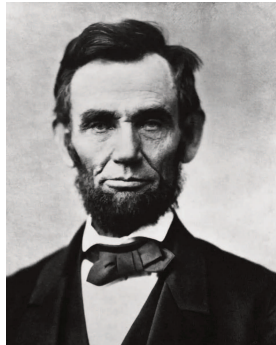
2. How did the Union's goal change?

3. Why did the Union's goal change?

Name: _____

Date: _____

Gettysburg Address Quotes



[Abraham Lincoln](#) by
Alexander Gardner,
Library of Congress

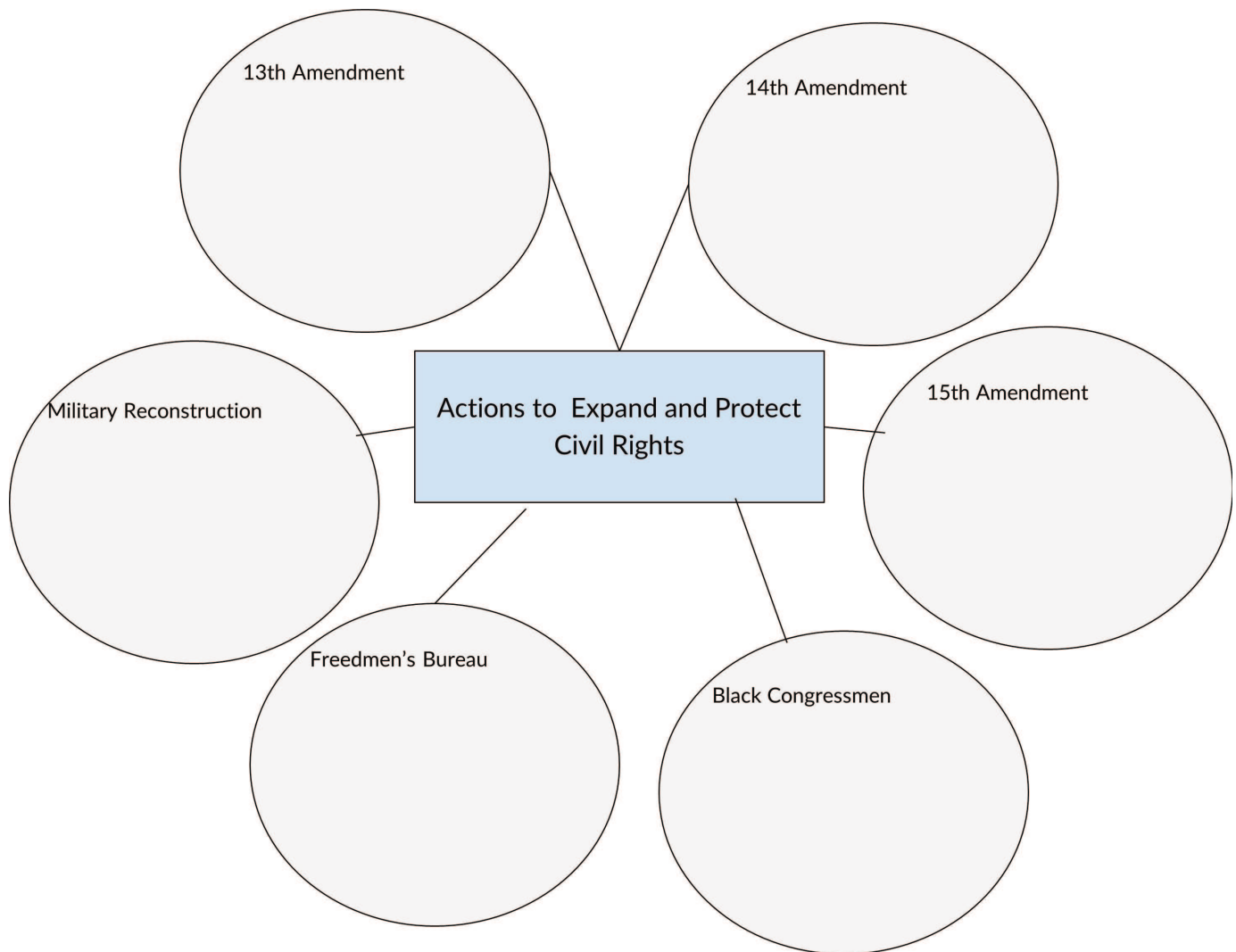
In November of 1863, Abraham Lincoln was invited to give a speech. The speech was for the dedication of a cemetery for more than 3,000 Union soldiers who died fighting at the Battle of Gettysburg. His speech, known as the **Gettysburg Address**, is considered one of the most important speeches in U.S. history. In it, Lincoln doesn't talk about defeating the Confederacy and he doesn't talk about ending slavery, although both were now Union goals for the war. Instead, Lincoln argues for an even bigger and more important goal for the country and its people, and the end of the war.

Gettysburg Address Quote	Key Ideas	Rewrite
<p>"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."</p> <p><i>score: twenty ("four score and seven" = 87 → 1862 - 87 = 1776)</i> <i>conceived: created</i> <i>dedicated: committed</i> <i>proposition: idea</i></p>		
<p>"Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure."</p> <p><i>engaged: involved</i> <i>endure: last</i></p>		
<p>"It is for us the living to be here dedicated to the great task remaining before us — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth."</p> <p><i>perish: die or disappear</i></p>		

Goal of the Union for the Civil War

1861 (First Inaugural Address)	<u>How</u> did the goal of the Union change? <u>Why</u> did the goal of the Union change?	1863 (Gettysburg Address)
<p>Bring the seceded states back into the Union without taking away the rights of enslavers to own African Americans as property.</p>	→	<p>Create a more "perfect union" by recommitting to liberty, equality, and democracy in a nation without slavery.</p>

Name: _____ Date: _____

Reconstruction Stations Graphic Organizer

civil rights - the rights of citizens to political and social freedom and equality under the law

The Bill of Rights protects many important civil rights for citizens of the United States. These rights include freedom of speech and religion and the right to a speedy and fair trial.

Name: _____

Date: _____

Special Field Order No. 15



[Plowing in South Carolina](#) by James E. Taylor, Library of Congress

In January of 1865, before the Civil War ended, Union General William Tecumseh Sherman met with a group of African American men. He asked what the Black community wanted after the war. The group's leader, Garrison Frazier, said:

"The way we can best take care of ourselves is to have land, and turn it and till it by our own labor. We want to be placed on land until we are able to buy it and make it our own."

After the meeting, Sherman issued Special Field Order No. 15. The order set aside land on the coast of Georgia and South Carolina for Black settlement. Each family would receive forty acres. Later, Sherman agreed to loan the settlers army mules to help them work the land. President Lincoln and Congress supported Special Field Order No. 15.

By July of 1865, 40,000 formerly enslaved people lived on 400,000 acres of land formerly owned by Confederates. They worked the land and grew their own crops. They started schools with the help of White Northerners and formed their own local governments. They were living free and independent lives.

Unfortunately, this program did not last long. Abraham Lincoln was assassinated. The new president, Andrew Johnson, canceled the program. He returned the land to its former owners, who had committed treason against the nation. Andrew Johnson was a former enslaver and was not interested in helping Black people build new lives after the Civil War. Only about 2,000 Black Americans were able to keep their land. As a result, most formerly enslaved people had difficulty becoming economically independent after the Civil War.

1. What did the African American men tell General William Tecumseh Sherman that they wanted after the war?

2. What did Special Field Order No. 15 do?

3. List two ways that African Americans were able to live free and independent lives as the result of Special Field Order No. 15.

4. Why did Special Field Order No. 15 end?

5. Why do you think that African Americans asked for land?

6. Why do you think that formerly enslaved people were given the land formerly owned by Confederates?

7. How do you think that the lives of African Americans became more difficult after Special Field Order No. 15 ended?

John Starling, Florida Sharecropper (1875–1935)

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **1** if it answers Question 1 and **2** if it answers Question 2.

- **Question 1.** Why did formerly enslaved African Americans become part of the sharecropping system?
- **Question 2.** How did White planters exploit* African American sharecroppers? (*exploit: treat unfairly for gain or profit)

What Was Sharecropping?



[Cotton Sharecroppers](#) by Dorothea Lange, Library of Congress

After the Civil War, formerly enslaved African Americans needed a place to live and a way to make money. Very few African Americans had money to buy their own land. Even if they did, few White people were willing to sell land to them. White planters needed labor to pick cotton on their plantations because the system of slavery was abolished by the 13th Amendment. As a result, the formerly enslaved African Americans became part of the **sharecropping** system that began in the South.

A **sharecropper** is a farmer who raises crops for the owner of a piece of land. The sharecropper is paid a portion of the money from selling the crop (usually cotton). Sharecroppers lived in cabins on the land they rented from the White planter. Most formerly enslaved African Americans became sharecroppers because they needed a place to live and work. They did not have other options.

In the sharecropping system, the White planter had all of the power. White planters wanted to keep sharecroppers in debt. Many White planters lied about the amount of money they made from selling a cotton crop. They would say it sold for less money than it did. This way, they would owe the sharecropper a smaller amount for their share. Even though a sharecropper was supposed to get money from selling the crop, they had to pay the White planter for supplies and rent first. Sharecroppers had to

buy all of their supplies from the planter. This included seeds and tools needed for farming. It also included food and clothing. The planter often charged very high and unfair prices for the supplies. White planters also lied about the cost and amount of supplies that a sharecropper used. As a result, it was almost impossible for the sharecropper to earn enough money to become independent.

As long as a sharecropper owed money, they could not leave the land. They had to stay until they had worked off their debt. Most planters wanted cheap labor that was easy to **exploit**. Sharecropping limited the economic opportunities of African Americans. It also limited their ability to enjoy their civil rights.

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **3** if it answers Question 3 and **4** if it answers Question 4.

- **Question 3.** How did Mr. Reshard use the system of sharecropping to exploit* John Starling? (*exploit: treat unfairly for gain or profit)
- **Question 4.** How did John Starling resist the unfair treatment he received from Mr. Reshard?

At the end of every harvest, the planter [Mr. Reshard] would call sharecropper John Starling up to the big house. John would knock on the back door, the only door colored people were permitted to enter, according to Southern protocol [rules]. He and the planter met in the planter's kitchen.

"Come on in, John," the planter said. "Come here, boy, come here. Have a seat. Sit down here." The planter pulled out his books. "Well, John," the planter began. "Boy, we had a good year, John."

"Yes, sir, Mr. Reshard. I am sure glad to hear that." [Mr. Reshard said]: "We broke even. You don't owe me nothing. And I don't owe you nothing."

The grandfather had nothing to show for a year's hard toiling in the field. The following year, [John Starling] went up to the big house and got the same news from Reshard. "Well, by God, John. We did it again. We had another good year. We broke even. I don't owe you nothin', and you don't owe me nothin'."

John Starling said, "I'm sho glad to hear that. 'Cause now I can go and take that bale of cotton I hid behind the barn and take it into town and get some money to buy my kids some clothes and shoes."

Mr. Reshard said, "Now, you see what, John, now I got to go over these books again." And when he did, he found out where John owed another bale of cotton, and he took that away too.

John would not have been able to sell the bale of cotton on his own. Mr. Reshard would have found out. In some parts of the South, a Black sharecropper could be whipped or killed for trying to sell crops on his own without the planter's permission.

—*The Warmth of Other Suns: The Epic Story of America's Great Migration*, Wilkerson

What does the sharecropping system tell you about why and how civil rights for African Americans were challenged after the Civil War?

Source: *The Warmth of Other Suns: The Epic Story of America's Great Migration* by Isabel Wilkerson, Random House, 2010. pp. 52-53

Budross, Florida Sharecropper

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **1** if it answers Question 1 and **2** if it answers Question 2.

- **Question 1.** Why did formerly enslaved African Americans become part of the sharecropping system?
- **Question 2.** How did White planters exploit* African American sharecroppers? (*exploit: treat unfairly for gain or profit)

What Was Sharecropping?



[Cotton Sharecroppers](#) by Dorothea Lange, Library of Congress

After the Civil War, formerly enslaved African Americans needed a place to live and a way to make money. Very few African Americans had money to buy their own land. Even if they did, few White people were willing to sell land to them. White planters needed labor to pick cotton on their plantations because the system of slavery was abolished by the 13th Amendment. As a result, the formerly enslaved African Americans became part of the **sharecropping** system that began in the South.

A **sharecropper** is a farmer who raises crops for the owner of a piece of land. The sharecropper is paid a portion of the money from selling the crop (usually cotton). Sharecroppers lived in cabins on the land they rented from the White planter. Most formerly enslaved African Americans became sharecroppers because they needed a place to live and work. They did not have other options.

In the sharecropping system, the White planter had all of the power. White planters wanted to keep sharecroppers in debt. Many White planters lied about the amount of money they made from selling a cotton crop. They would say it sold for less money than it did. This way, they would owe the sharecropper a smaller amount for their share. Even though a sharecropper was supposed to get money from selling the crop, they had to pay the White planter for supplies and rent first. Sharecroppers had to

buy all of their supplies from the planter. This included seeds and tools needed for farming. It also included food and clothing. The planter often charged very high and unfair prices for the supplies. White planters also lied about the cost and amount of supplies that a sharecropper used. As a result, it was almost impossible for the sharecropper to earn enough money to become independent.

As long as a sharecropper owed money, they could not leave the land. They had to stay until they had worked off their debt. Most planters wanted cheap labor that was easy to **exploit**. Sharecropping limited the economic opportunities of African Americans. It also limited their ability to enjoy their civil rights.

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **3** if it answers Question 3 and **4** if it answers Question 4.

- **Question 3.** How did Mr. Reshard use the system of sharecropping to exploit* Budross? (**exploit: treat unfairly for gain or profit*)
- **Question 4.** How did Budross resist the unfair treatment he and his relative received from Mr. Reshard?

Budross was a sharecropper who lived in Florida. He was born before the turn of the 20th century.

During the lull before harvest time, he went to the little schoolhouse down in the field and learned to read and count. When it came time to settle up over the tobacco his elder relative Lena had raised, Budross stood by while the planter went over the books with her. When they got through, Budross spoke up.

“Ma, Mister Reshard cheatin’ you. He ain’t addin’ them figures right.”

The planter jumped up. “Now you see there, Lena, I told you not to send that boy to school! Now he done learn how to count and now done jumped up and called my wife a lie, cause my wife figured up these books.”

—*The Warmth of Other Suns: The Epic Story of America’s Great Migration*, Wilkerson

[The planter’s men came in and beat up Budross. That night 15-20 men came looking for him. Budross’ family hid him and got him out of town. He had called a White woman a liar, and now his life was in danger. He had to leave Eustis, Florida, and never come back. It wasn’t safe for him to stay.]

What does the sharecropping system tell you about why and how civil rights for African Americans were challenged after the Civil War?

Source: *The Warmth of Other Suns: The Epic Story of America's Great Migration* by Isabel Wilkerson, Random House, 2010. pp. 54-55.

Jack Fowler, Alabama Sharecropper

What Was Sharecropping?

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **1** if it answers Question 1 and **2** if it answers Question 2.

- **Question 1.** Why did formerly enslaved African Americans become part of the sharecropping system?
- **Question 2.** How did White planters exploit* African American sharecroppers? (*exploit: treat unfairly for gain or profit)



[Cotton Sharecroppers](#) by Dorothea Lange, Library of Congress

After the Civil War, formerly enslaved African Americans needed a place to live and a way to make money. Very few African Americans had money to buy their own land. Even if they did, few White people were willing to sell land to them. White planters needed labor to pick cotton on their plantations because the system of slavery was abolished by the 13th Amendment. As a result, the formerly enslaved African Americans became part of the **sharecropping** system that began in the South.

A **sharecropper** is a farmer who raises crops for the owner of a piece of land. The sharecropper is paid a portion of the money from selling the crop (usually cotton). Sharecroppers lived in cabins on the land they rented from the White planter. Most formerly enslaved African Americans became sharecroppers because they needed a place to live and work. They did not have other options.

In the sharecropping system, the White planter had all of the power. White planters wanted to keep sharecroppers in debt. Many White planters lied about the amount of money they made from selling a cotton crop. They would say it sold for less money than it did. This way, they would owe the sharecropper a smaller amount for their share. Even though a sharecropper was supposed to get money from selling the crop,

they had to pay the White planter for supplies and rent first. Sharecroppers had to buy all of their supplies from the planter. This included seeds and tools needed for farming. It also included food and clothing. The planter often charged very high and unfair prices for the supplies. White planters also lied about the cost and amount of supplies that a sharecropper used. As a result, it was almost impossible for the sharecropper to earn enough money to become independent.

As long as a sharecropper owed money, they could not leave the land. They had to stay until they had worked off their debt. Most planters wanted cheap labor that was easy to **exploit**. Sharecropping limited the economic opportunities of African Americans. It also limited their ability to enjoy their civil rights.

Directions: As you read, underline or highlight information that can help you answer the questions below. Label the information as **3** if it answers Question 3 and **4** if it answers Question 4.

- **Question 3.** How did Mr. Perry use the system of sharecropping to exploit* Jack Fowler? (*exploit: treat unfairly for gain or profit)
- **Question 4.** How did Jack Fowler resist the unfair treatment he received from Mr. Perry?

It was difficult for a sharecropper to make enough money to be financially independent in the South. Sharecropping kept African Americans tied to the land and planters.

In Florence, Alabama, year after year a planter would go down the list of staples he said his sharecropper Jack Fowler owed:

1 pound flour, 1 pound rice, 1 pound cornmeal, 1 pound coffee

The planter scanned the page and decided to add a few more pounds of coffee. This increased Fowler's debt to him. One year, the sharecropper finally spoke up. He was careful not to suggest the planter was a liar or an outright cheat.

"Mr. Perry, you know I don't drink coffee." With that, the planter added another pound of coffee to the list. Jack Fowler, the sharecropper, could do nothing but watch.

[One year after settling up the year's crops, Jack Fowler told his planter that he was moving to Lake Forest, Illinois. Around 1916, many African Americans had begun to move to the North to take jobs in factories. The planter had no good reason to make Jack Fowler stay. Fowler was not in debt to him. But he could have made him stay if he wanted to.] Instead, the planter tried to scare Jack Fowler out of leaving. He said: "Jack, you gonna go up there and freeze your brains."

Jack Fowler still moved to Illinois.

—*The Warmth of Other Suns: The Epic Story of America's Great Migration*, Wilkerson

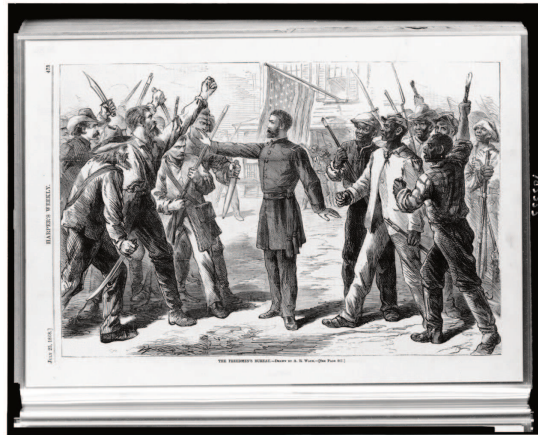
What does the sharecropping system tell you about why and how civil rights for African Americans were challenged after the Civil War?

Source: *The Warmth of Other Suns: The Epic Story of America's Great Migration* by Isabel Wilkerson, Random House, 2010. P. 168

Name: _____

Date: _____

Reconstruction Ends Activator



[The Freedmen's Bureau - Drawn by A.R. Waud](#) Public Domain

Reconstruction Ends

The presidential election of 1876 was very close. There was disagreement over who won. Congress was given the power to decide who the next president would be. Southern Democrats made a deal with the Republicans.

Southerners were tired of having federal troops and federal officials overseeing their treatment of African Americans. They didn't want the federal government to enforce the 13th, 14th, and 15th Amendments in their states. Southern Democrats agreed to vote for Republican Rutherford B. Hayes. In return, federal troops and federal officers would leave the South.

When the federal government left the South, so did the protection and assistance that it provided to formerly enslaved African Americans.

Slavery had existed in the nation for 246 years*, but the process of rebuilding a nation without slavery only lasted for 12.

*Beginning in 1619, with the arrival of the first Africans in Virginia.

Do you think that the end of Reconstruction will expand, protect, or challenge African American civil rights? Why?

Jim Crow Era (1896–1954)—the period after Reconstruction and before the beginning of the 20th-century Civil Rights Movement

- During the Jim Crow era, African Americans were not able to enjoy their full civil rights because the federal government failed to protect them from state and local governments and the actions of people who wanted to promote White supremacy.

segregate—to separate people of different races

- In 1896, the Supreme Court said segregation did not violate the 14th Amendment because separate could be equal.

White supremacy—the belief that White people are superior to people of other races

Name: _____

Date: _____

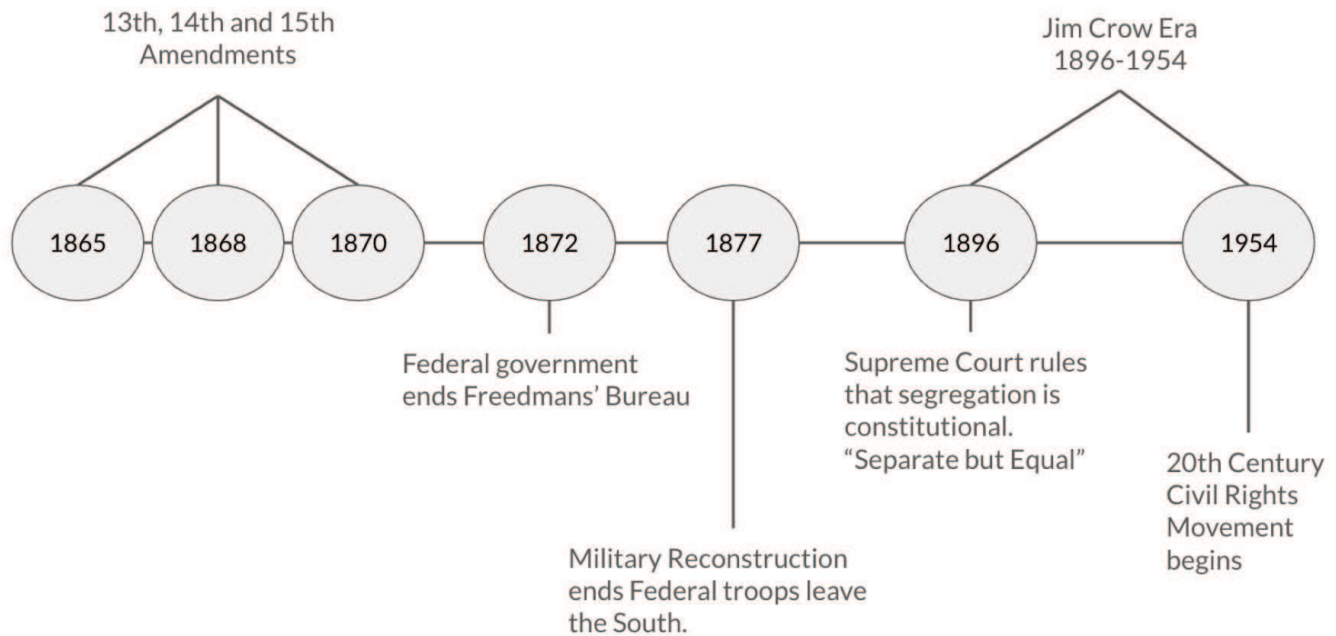
Sharecropping Narratives Questions Sheet

Sharecropper	How did the White planter exploit (John Starling, Budross, or Jack Fowler)?	How did (John Starling, Budross, or Jack Fowler) resist the unfair treatment he received from the White planter?
John Starling		
Budross		
Jack Fowler		

What does the system of sharecropping tell you about how and why the struggle for civil rights continued after Reconstruction ended?

Name: _____ Date: _____

“Separate but Equal” Jim Crow Laws



(Note: “colored” and “negro” are no longer acceptable terms to use. Today we use the terms “Black” or “African American.”)

Education: The schools for white children and the schools for African American children shall be operated separately. (Florida)

Baseball (not professional): It is against the law for any White baseball team to play baseball on any empty lot or baseball diamond within two blocks of a playground set aside “Negro” race. (Georgia)

Restaurants: All restaurants shall serve either White people only or “colored” people only exclusively. They shall not serve the two races within the same room or serve the two races anywhere in the same restaurant. (Georgia)

Prisons: The warden shall see that the White prisoners have separate apartments for eating and sleeping from the African American prisoners. (Mississippi)

Source: [Examples of Jim Crow Laws - Oct. 1960 - Civil Rights](#)

Key Vocabulary

- **Jim Crow era (1896-1954):** Period when African Americans were not able to enjoy their full civil rights. This happened because the federal government failed to protect them from state and local governments and the actions of people who wanted to promote White supremacy.
- **discriminate:** To treat a person or group unfairly or differently from other people or groups, for example, because of race, religion, age, or sex
- **segregate:** To separate people of different races
- **White supremacy:** The belief that White people are superior to people of other races

Name: _____ Date: _____

Separate but Equal Graphic Organizer and Report Card

Element of Education	Is what you see separate? Why or why not?	Is what you see equal? Why or why not?
Teacher Salaries in Virginia, 1905–1917		
Monroe County, Louisiana, High Schools		

School of Civil Rights Report Card

Student Name: Federal Government of the United States

Teacher - Use evidence from the documents you examined in class to decide whether the federal government passed or failed its civil right test. Circle their grade and add one comment explaining your choice.

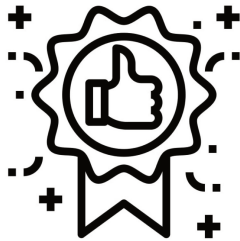
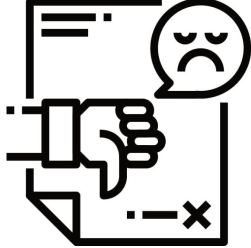
Pass	Fail
 <p>The federal government has done its job!</p> <p>During Jim Crow, African Americans have equal rights and equal protection under the law in the schools of Louisiana and Virginia.</p> <p>Separate is equal.</p> <p>Teacher comment: What did the federal government do well?</p>	 <p>The federal government has failed!</p> <p>During Jim Crow, African Americans are discriminated against in the schools of Louisiana and Virginia because they are African American.</p> <p>Separate is NOT equal!</p> <p>Teacher comment: What should the federal government do to improve?</p>

Image credits: Premium by dDara from [Prize Ribbon](#) (CC BY 3.0); Fail by Justicon from [Fail](#) (CC BY 3.0)

Teacher Salaries in Virginia, 1905-1917

Note: The term “colored” was used to refer to Black Americans in this time period, but this term is no longer acceptable. “Black” or “African American” is an acceptable term today.

APPENDIX III.

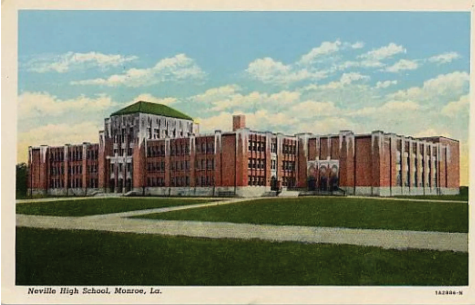
Average monthly salaries of colored teachers in the public schools as compared with the whites for the same period.¹

Year	Whites		Colored	
	Male	Female	Male	Female
1905	\$32.39.....	\$28.77.....	\$27.78.....	\$23.02.....
1906	47.78.....	30.28.....	28.53.....	23.80.....
1907	50.91.....	32.59.....	29.29.....	25.27.....
1908	48.54.....	38.37.....	30.87.....	27.76.....
1909	54.09.....	40.27.....	30.44.....	27.20.....
1910	56.90.....	40.96.....	31.25.....	27.75.....
1911	61.44.....	41.72.....	32.19.....	26.85.....
1912	63.30.....	43.31.....	32.24.....	26.88.....
1913	66.03.....	44.82.....	36.77.....	30.21.....
1914	69.75.....	44.16.....	34.38.....	29.73.....
1915	72.91.....	46.10.....	34.15.....	30.70.....
1916	73.77.....	48.29.....	36.08.....	31.73.....
1917	76.03.....	48.98.....	38.20.....	31.72.....

1. Taken from Virginia School Reports.

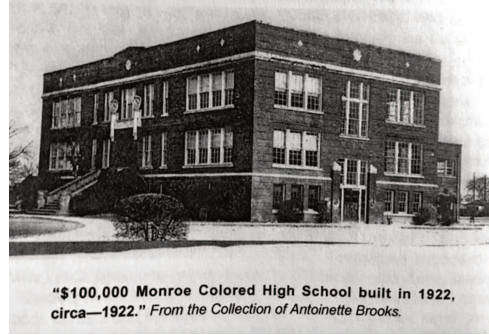
[Chart Comparing Teacher Salaries](#) Public Domain

Monroe County Schools (Louisiana High Schools)



[Neville Selected As Louisiana's Most Beautiful High School](#) Public Domain

Neville High School cost \$664,000 to build. It opened in 1931.



"\$100,000 Monroe Colored High School built in 1922, circa—1922." From the Collection of Antoinette Brooks.

[Carroll High School, Monroe, Louisiana African American High Schools in Louisiana Before 1970](#)

Every few years, a teacher from Monroe Colored High loaded a [group] of students onto [the back of] a pickup truck and drove to the back entrance of the White high school in town. The students jumped out and began stacking the truck bed with the books the White school was throwing away. This is how Monroe Colored High School got its books. The boys loaded the truck with old geography and English texts, some without covers and with pages torn out. They then headed back to their side of town with the used books.

In 1931, Monroe County built a new high school for White students. The new White high school would be called Neville High. Neville High opened in 1931 on 22 acres of land. It had state-of-the-art laboratories for physics and chemistry and a 2,200-seat auditorium.

When a fire broke out in the basement of Monroe Colored High School, destroying classroom furniture and equipment, the city refused to replace the desks and teaching supplies that had burned to ashes. They were told that the money was being used to build Neville High and that the parents would have to raise the money themselves.

Source: *The Warmth of Other Suns: The Epic Story of America's Great Migration* by Isabel Wilkerson, Random House, 2010, pp. 84-86.

Name: _____ Date: _____

*Carter G. Woodson and Tessie McGee***Carter G. Woodson**

[Dr. Carter G. Woodson \(1875-1950\).](#)
Public Domain

AH—What is one thing from the video that amazes you?

HA—What is one thing from the video that surprises you?

AHA!—What is one connection you can make between what you see and what you have already learned?

What is one question you would like to ask Carter Woodson?

What is one question you would like to ask Tessie McGee?

Tessie McGee



[Reading Lesson](#) courtesy of [D.H. Ramsey Library, Special Collections, the University of North Carolina at Asheville](#)

(Note: This is not an image of Tessie McGee.)

In 1933 Tessie McGee was a 28-year-old Black teacher. She taught in the Black secondary school in Webster Parish, Louisiana. The all-White Louisiana Department of Education and the local school board gave very clear instructions about what Ms. McGee was to teach. She was to keep the history curriculum outline on her desk. She was told to teach directly from it at all times.

Ms. McGee knew that the curriculum the state of Louisiana wanted her to teach to Black students was not accurate when it came to African Americans. She also knew that the racist ideas it taught about African Americans were bad for their self-esteem and confidence.

Ms. McGee took action against the White supremacist history the school said she had to teach. She read to her students from Carter G. Woodson's "book on the Negro." This book educated her students about the contributions that Africans and African Americans had made to both world and United States history.

She kept the book out of sight. She knew she could be fired or worse if she was caught. When her principal came into the room, she tucked the book into the folds of her skirt. She then looked right at the curriculum resting on her desk and began to teach what the state required. When her principal left, she went right back to reading from Carter Woodson's book!

Source: *Fugitive Pedagogy and the Art of Black Teaching* by Jarvis R. Givens. Harvard University Press, 2021, introduction.

Name: _____

Date: _____

The NAACP Movement

The National Association for the Advancement of Colored People (NAACP) was established in 1909 (during the Jim Crow era) by a group of Black and White activists. The organization is for the advancement of African Americans.

National—for the whole country	Association—an organized group of people who have the same interest	Advancement—moving forward	Colored People—an outdated term for African American or Black people
Why would the organization be for the whole country?	<div>What common interests would a group of Black and White activists have during the Jim Crow era?</div> <div>Can you remember a group of Black and White activists who worked to make the nation a “more perfect union” before the Civil War?</div>	In 1909, who or what was in the way of African Americans’ advancement?	This term was acceptable when the NAACP was formed. Over the years, it has remained part of the organization’s name.

The NAACP was and is an important part of the movement to promote, protect, and expand African American civil rights.

Each card describes an action that the NAACP took to expand and protect civil rights.

Directions: Read each card. Think about the following question: How did the action on the card support the work of the movement?



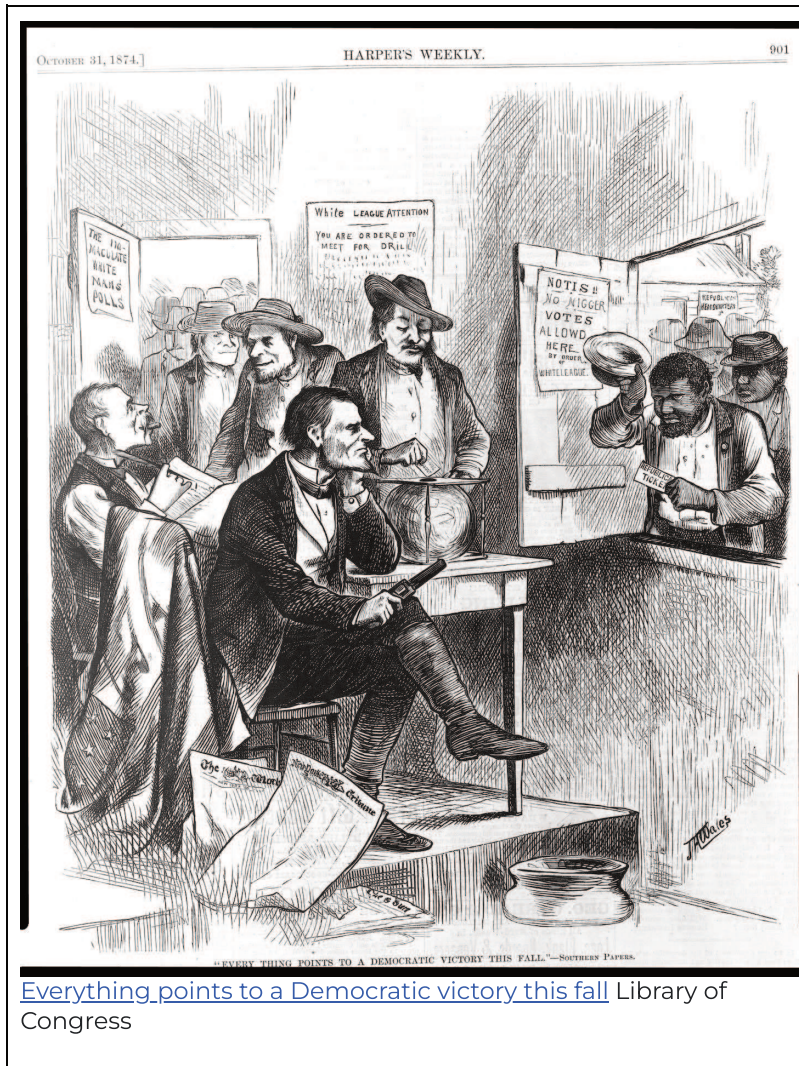
Name: _____ Date: _____



Lesson 15 Exit Ticket

How were civil rights for African Americans expanded, protected, and challenged after the Civil War?

Done	Checklist Item
	My answer says how civil rights for African Americans were expanded after the Civil War.
	My answer says how civil rights for African Americans were protected after the Civil War.
	My answer says how civil rights for African Americans were challenged after the Civil War.



In 1915, The NAACP brought a case to the Supreme Court to challenge a law. The law said that White people didn't have to take a test to be allowed to vote, but Black people did.

The Supreme Court declared the law to be unconstitutional. After that, this law was no longer allowed to be used to keep Black people from voting.

Unfortunately, there were still other laws that kept them from voting.

Still, it was an important victory for the NAACP and racial justice.



[The Crisis Vol. 19 No. 1 cover](#) Public Domain
via Wikipedia

Beginning in 1910, the NAACP published a magazine called *The Crisis*. It helped to educate people about the problems of racism, discrimination, and racial violence in the nation. As a result, more people became involved in the work of the organization to promote justice and civil rights for African Americans.

The NAACP started with one office in New York and just 60 members.

By 1919, the NAACP had 300 offices and 90,000 members.

In 1946, there were over 600,000 members across the United States!

The NAACP continues to grow! Today there are more than 2,200 offices and 2 million members throughout the country.



[Voices From the Flood](#) Public Domain, courtesy of National Archives

In 1932, the NAACP investigated complaints that Black workers were being treated unfairly. The Black men were working for the federal government on a flood control project in Mississippi.

The investigator found evidence that the Black men were paid less, overworked, and beaten. The NAACP took this evidence to the government and shared it with the public on behalf of the Black workers. As a result, the workers got a pay raise and shortened hours.



[NAACP Members Picketing Outside the Republican Theater](#)
Courtesy of Library of Congress

In 1915, the NAACP wanted to stop movie theaters from showing the film “The Birth of a Nation.” The film presented the Ku Klux Klan as heroes, rather than terrorists. It also showed African Americans in racist ways.

The NAACP organized groups to picket in front of movie theaters all over the country to stop them from showing “The Birth of a Nation.”

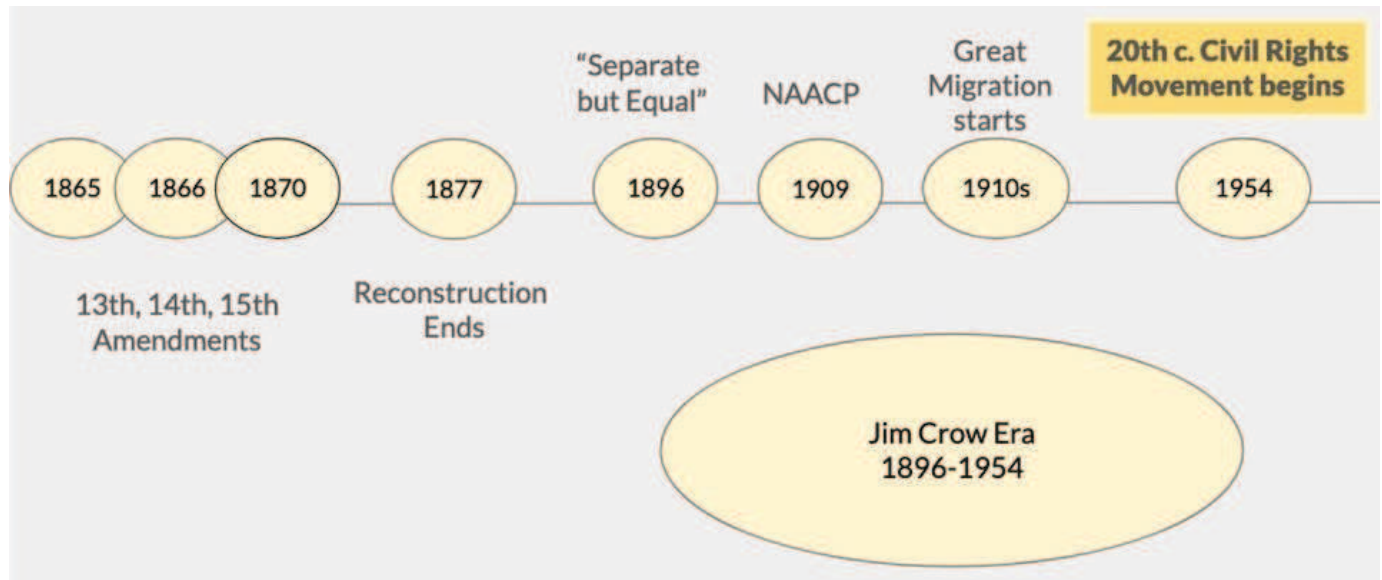
Many cities did not show the film in their theaters because of the NAACP’s efforts.

Source: [Our History - NAACP](#), [National Association for the Advancement of Colored People](#)

Name: _____ Date: _____

Supporting Question Launch

The African American Civil Rights Movement began in the 1950s, almost a century after the end of the Civil War. It inspired other movements for civil rights in the 20th century including disability, LGBTQ+, Indigenous, and Chicano rights.



Why and how did activists take action to gain civil rights for all in the 20th century?

What key words or ideas do I already know in this question?	What smaller questions can I ask to help me answer this big question?
	1. 2.

Name: _____ Date: _____

Civil Rights Movement Graphic Organizer

Solve This Mystery: Why did the Civil Rights Movement start in the 1950s?	
<p>The Double V for Victory Campaign helped the Civil Rights Movement to start in the 1950s because...</p> <p>As a result, many African Americans (and their allies) felt _____ and wanted to work for civil rights.</p>	<p>Brown v. Board of Education helped the Civil Rights Movement to start in the 1950s because...</p> <p>As a result, many African Americans (and their allies) felt _____ and wanted to work for civil rights.</p>
<p>The Great Migration and Northern Activism helped the Civil Rights Movement to start in the 1950s because...</p> <p>As a result, many African Americans (and their allies) felt _____ and wanted to work for civil rights.</p>	<p>Mamie Till helped the Civil Rights Movement to start in the 1950s because...</p> <p>As a result, many African Americans (and their allies) felt _____ and wanted to work for civil rights.</p>

Civil Rights Movement Graphic Organizer (Alternate)

Solve This Mystery: Why did the Civil Rights Movement start in the 1950s?	
<p>The Double V for Victory Campaign helped the Civil Rights Movement to start in the 1950s because...</p> <p>As a result, many African Americans (and their allies) felt _____ and wanted to work for civil rights.</p>	<p>Brown v. Board of Education helped the Civil Rights Movement to start in the 1950s because...</p> <p>As a result, many African Americans (and their allies) felt _____ and wanted to work for civil rights.</p>
<p>The Great Migration and Northern Activism helped the Civil Rights Movement to start in the 1950s because...</p> <p>As a result, many African Americans (and their allies) felt _____ and wanted to work for civil rights.</p>	<p>The Suburban Middle Class helped the Civil Rights Movement to start in the 1950s because...</p> <p>As a result, many African Americans (and their allies) felt _____ and wanted to work for civil rights.</p>

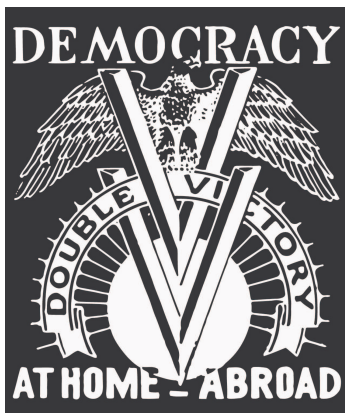
The Start of the Civil Rights Movement

Double V for Victory Campaign

Question: Why did the African American Civil Rights Movement begin in the 1950s?

Directions:

1. Take turns reading with your partner.
2. As you read, put a **W** for “why” next to information that helps you answer the question.
3. On your **Civil Rights Movement Graphic Organizer**, fill in the first box (top left) about this cause and the feelings that likely resulted from the situation.



[Double V Campaign logo](#), by Pittsburgh Courier, Fair use image

During World War II, over one million Black men and women served in the military. Six million African Americans worked in factories that supported the war. “V for Victory” signs were displayed all over the country. The signs called for Americans to work hard for victory over the tyranny of the Axis Powers: Germany, Italy, and Japan.

In 1942, an African American man named James C. Thompson wrote a letter to the *Pittsburgh Courier*. The *Pittsburgh Courier* was a Black newspaper in Pennsylvania. Thompson worked at an aircraft factory in Kansas. He worked in the cafeteria. Only White people were allowed to build the planes.

Thompson said that the nation needed a sign with a “double V.” He said the first V should stand for victory over enemies outside the United States. The second V should stand for victory over those in the United States who limited the freedoms of African Americans.

The *Pittsburgh Courier* published his letter and a new sign (shown above). The idea and sign became very popular in the Black community. The Double V for Victory Campaign motivated them to use their service to challenge Jim Crow and argue for the equal rights that were promised in the Constitution.

Great Migration and Northern Activism

Question: Why did the African American Civil Rights Movement begin in the 1950s?

Directions:

1. Take turns reading with your partner.
2. As you read, put a **W** for “why” next to information that helps you answer the question.
3. On your **Civil Rights Movement Graphic Organizer**, fill in the third box (bottom left) about this cause and the feelings that likely resulted from the situation.



[Mrs. Frank M. Jones, 26th Ward](#), photo courtesy of The State Historical Society of Missouri, Photograph Collection

In the 1910s, thousands of African Americans began migrating from the South to the North and West. They did this to find better jobs and better lives for their families. In the North, African Americans had more access to voting rights. They were also able to live freer lives. However, they continued to experience job discrimination and segregation in schools, hotels, restaurants, and housing. They also experienced racial violence.

In the North, African Americans could be more outspoken about the need for racial justice. In response to job discrimination in Northern cities, groups such as the NAACP led “Don’t Shop Where You Can’t Work” campaigns. Through these protests, African Americans boycotted stores that would not hire Black workers. They also picketed in front of these stores. This economic pressure led to jobs for the African American community.

African Americans published several Black newspapers in cities such as Chicago, Pittsburgh, New York, and Baltimore. These resources called attention to racial injustice in the North and the South. Their writing and photographs helped to bring attention to the need for people to take action to gain civil rights for African Americans.

Brown v. Board of Education Supreme Court Decision

Question: Why did the African American Civil Rights Movement begin in the 1950s?

Directions:

1. Take turns reading with your partner.
2. As you read, put a **W** for “why” next to information that helps you answer the question.
3. On your **Civil Rights Movement Graphic Organizer**, fill in the second box (top right) about this cause and the feelings that likely resulted from the situation.



[Lawyers George Edward Chalmers Hayes, Thurgood Marshall, and James Nabrit Jr. in 1954 winning Brown case](#)
Public domain, via Wikimedia Common

In 1896, the Supreme Court declared that “separate but equal” was constitutional in the *Plessy v. Ferguson* case. This meant that segregation became a part of life for African Americans across the United States. It meant that they had fewer opportunities in life and did not get to fully enjoy their civil rights.

In 1954, a group of Black lawyers supported by the NAACP challenged “separate but equal” in the United States. They brought a case about school segregation to the Supreme Court. The lawyers argued that “separate but equal” was against the 14th Amendment. The Supreme Court agreed and declared (9 to 0) that school segregation was unconstitutional in the *Brown v. Board of Education of Topeka* decision.

Legal changes did not mean people’s thoughts and beliefs about school segregation changed. Many people continued to oppose school desegregation, and it took many more years to integrate schools. Yet *Brown v. Board of Education* was a victory that inspired many African Americans to challenge segregation elsewhere.

The Activism of Mamie Till

Question: Why did the African American Civil Rights Movement begin in the 1950s?

Directions:

1. Take turns reading with your partner.
2. As you read, put a **W** for “why” next to information that helps you answer the question.
3. On your **Civil Rights Movement Graphic Organizer**, fill in the fourth box (bottom right) about this cause and the feelings that likely resulted from the situation.



[Portrait of Emmett Till and Mamie Till-Mobley, ca. 1954](#), NAACP Records, Prints and Photographs Division, Library of Congress

In the 1920s, When Mamie Till was a child, her family moved to Chicago, Illinois, from Mississippi. Her family's move was part of the Great Migration. After high school, Mamie Till married and had a son named Emmett.

In the summer of 1955, when Emmett Till was 14 years old, he went to visit his family in Mississippi. While visiting Mississippi, Emmett Till was killed after being accused of being disrespectful to a White person.

Mamie Till and her family begged the federal government to get involved, but they did not take action. Mamie Till knew that her son's killers were unlikely to be punished for their crime. However, she wanted justice for her son. She contacted newspapers and gave interviews about what happened to her son in Mississippi. It became a national story. More than 50,000 people attended Emmett Till's funeral in Chicago.

Mamie Till's actions helped to make racial injustice a national issue and made others want to take action to protect African American civil rights.

ALTERNATE READING

The Suburban Middle Class

Question: Why did the African American Civil Rights Movement begin in the 1950s?

Directions:

1. Take turns reading with your partner.
2. As you read, put a **W** for “why” next to information that helps you answer the question.
3. On your **Civil Rights Movement Graphic Organizer**, fill in the fourth box (bottom right) about this cause and the feelings that likely resulted from the situation.



[It's a Promise](#), Image courtesy of [State Museum of Pennsylvania](#).

In the 1950s, after World War II, many people enjoyed new comforts and wealth. This was a time when people moved to suburbs—towns outside of cities.

Between 1948 and 1958, 85% of homes built in the United States were in suburbs. This changed the way people lived. In the suburbs, people relied on cars to drive to work and stores. Suburbs gave people middle-class life. This meant that they were not poor but not rich either. Suburbs were safe and had good schools. However, many suburbs were segregated. White people would not sell homes to Black people. For example, Levittown, NY, had no African American residents until 1960.

The federal government helped people who fought in the war during World War II. It gave them money to pay for homes, college, and cars. Many people used this money to move to the suburbs. Black soldiers had received money from the government. Yet many banks would not give them loans to buy homes in the suburbs. This meant that they had less access to safe neighborhoods and good schools.

African Americans saw this comfortable lifestyle, yet segregation and racism did not let them enjoy it. Black veterans wanted to use their money to buy homes and cars but were often denied the chance.

Name: _____ Date: _____

Nonviolence Movement

As you visit each stop on the Gallery Walk with your partner, take turns reading the text and examining the images. As you do, take notes to record evidence of **advocating and taking legal action** for civil rights.

advocate: to speak or act publicly in support of someone or something

legal action: to use the courts to address an issue using laws, lawyers, and judges

Montgomery Bus Boycott notes:

Lunch Counter Sit-Ins notes:

March on Washington notes:

Marches from Selma to Montgomery notes:

As you visit each stop on the Gallery Walk with your partner, take turns reading the text and examining the images. As you do, take notes to record evidence of **protesting and raising awareness** to protect and secure civil rights.

protest: to object to something by taking action against it

raise awareness: to help people learn about an issue in order to increase the number of people who care about it

Montgomery Bus Boycott notes:

Lunch Counter Sit-Ins notes:

March on Washington notes:

Marches from Selma to Montgomery notes:

Name: _____

Date: _____

The Children's March: Birmingham, Alabama—May 1963

Directions:

1. Read the text with your partner.
2. Underline evidence that tells you **WHY** children took action. Label it with a **W**.
3. Underline evidence that tells you **HOW** children took action. Label it with an **H**.



["The Children's March"](#) courtesy of Commonwealth Youthchoirs

In the early 1960s, Birmingham, Alabama, was one of the most racially segregated cities in the U.S. Even though the Supreme Court had ruled that school segregation was illegal, George Wallace, the governor of Alabama, refused to create integrated schools. Wallace refused to take any action to end segregation in Alabama. This is what the people who elected him to office

wanted. Wallace promised the people of Alabama, "Segregation now, segregation tomorrow, segregation forever."

In 1963, Martin Luther King, Jr., and a group of ministers went to Birmingham, Alabama, to protest segregation. They wanted to fill the jails with so many protesters that no more would fit! But few adults in the community were willing to take the risk. They were afraid of losing their jobs or being targets of racial violence. However, several thousand children ages 7–18 volunteered to participate in peaceful protests in Birmingham. Martin Luther King, Jr., reluctantly agreed to let them protest.

When the children protested, angry White Birmingham citizens shouted at them. The police tried to shut down the protests with fire hoses and attack dogs. More than 2,000 children were arrested and sent to jail during the protest. The protest lasted for several days.

Images of the bravery and determination of the children spread all over the news and onto the front pages of newspapers. Seeing children treated this way brought attention to the racism Black people experienced and the need for the Civil Rights Movement. This attention put pressure on Birmingham and the rest of the nation to take action to end segregation.

What do these quotes tell you about why children took action to gain civil rights by participating in the Children's March?



"A lot of people thought that the kids would get hurt, but the reality of it was, we were born Black in Alabama and we were going to get hurt if we didn't do something."

-Gwen Webb, who participant in the Children's March at the age of 14

Portrait of Gwendolyn Webb. Fair Use, via Bhamwiki

[Portrait of Gwendolyn Webb](#) by Dystopos for Bhamwiki is fair use under CC BY-SA 3.0



"Don't worry about your children. They are going to be all right. Don't hold them back if they want to go to jail, for they are doing a job for all of America and for all mankind."

— Dr. Martin Luther King, Jr. to the parents of children who wanted to participate in the march.

Mugshot of MLK Jr following his arrest in Birmingham, Alabama. Public Domain, via Wikimedia Commons

Note: About 3 weeks before the Children's March, Martin Luther King was arrested and sent to jail in Birmingham for protesting illegally.

[Mugshot of MLK, Jr., following his arrest in Birmingham, Alabama](#) by Birmingham AL police dept is under the public domain via Wikipedia Commons

Children took action to gain civil rights by participating in the Children's March because...

Name: _____ Date: _____

Voting Rights Activism

Fannie Lou Hamer

Before the video starts:

1. Make a prediction: What do you think happened to Fannie Lou Hamer and her companions after they tried to register to vote?

Minute 2:33:

2. What was Fannie Lou Hamer's response to her boss when he challenged her?

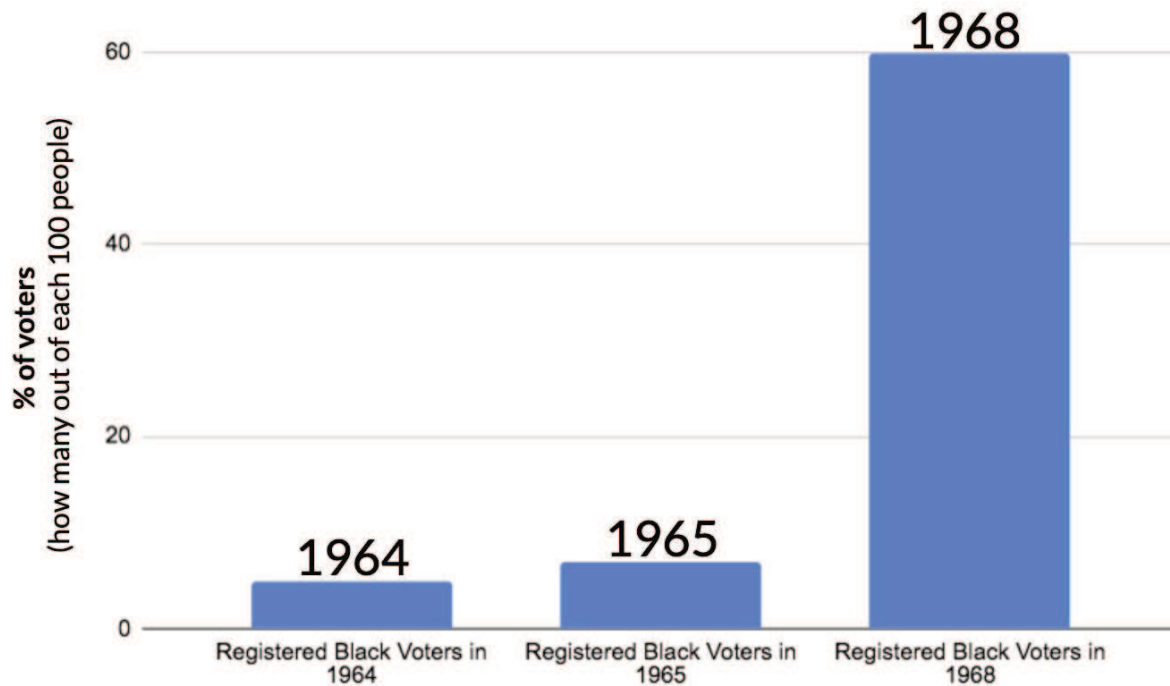
Minute 3:14:

3. Why does she ask, "Is this America?" (What is happening that makes her ask that?)

After the video (reflection):

4. If you could say one thing to Fannie Lou Hamer after learning her story and the obstacles she faced, what would you say?

Impact of the Voting Rights Act of 1965



Black Voter Registration in Mississippi

(Information from [How the Voting Rights Act Transformed Black Voting Rights in the South - Vox](#))

[How the Voting Rights Act transformed black voting rights in the South, in one chart](#) Information from Anand Katakam/Vox

1. Why did Black voter registration increase in Mississippi?

2. How did the Voting Rights Act help to create “a more perfect union?”

Name: _____

Date: _____

Inspired by the Civil Rights Movement

Disability Rights Movement

What evidence can you find that the Disability Rights Movement was inspired by the Civil Rights Movement?



["Wheels of Justice" March](#) by Tom Olin from the Tom Olin Collection. Image used by permission.



[Disability March](#) by Tom Olin from the Tom Olin Collection. Image used by permission.

Describe or circle the details from each photograph that are evidence of inspiration (consider the issues, messages, and forms of protest shown).

LGBTQ+ Rights Movement

What evidence can you find that the LGBTQ+ Rights Movement was inspired by the Civil Rights Movement?



[National March on Washington for Lesbian and Gay Rights Button](#) by Vampireess144, CC BY-SA 3.0, via Wikimedia



[Trans Solidarity March and Rally, Washington DC by Ted Eytan](#) by Ted Eytan, (cropped), CC BY-SA 2.0 Generic license, via Wikimedia

Describe or circle the details from each photograph that are evidence of inspiration (consider the issues, messages, and forms of protest shown).

LGBTQ+: a term used to describe the broad communities of diverse gender identities and sexualities

gay: attracted to someone of the same gender identity

Chicano Movement (El Movimiento) (Mexican American Rights Movement)

What evidence can you find that the Chicano Movement was inspired by the Civil Rights Movement?



[Manifestacion para el colegio](#) Protest for Schools by Movimiento, CC BY-SA 3.0, via Wikimedia



[César Chávez, Paul Schrader and other strikers picketing Ford Motor Co](#) by Los Angeles Times, CC-BY 4.0, via Wikimedia

Describe or circle the details from each photograph that are evidence of inspiration (consider the issues, messages, and forms of protest shown).

chicano: a term used to describe Mexican Americans, people living in the United States of Mexican descent

American Indian Movement (Indigenous Rights Movement)

What evidence can you find that the American Indian Movement was inspired by the Civil Rights Movement?



[Alcatraz Island Barracks](#) by Dietmar Rabich, CC BY-SA 4.0 Wikimedia Commons



[Front of March Procession](#) by JohnHHarrington, CC BY-SA 4.0, via Wikimedia Commons

Describe or circle the details from each photograph that are evidence of inspiration (consider the issues, messages, and forms of protest shown).

Video Links for Research

Activist Name	Video Link
Ella Baker	Ella Baker - 'The Mother of the Civil Rights Movement'
Clyde Bellecourt	Storied 1968: American Indian Movement
Julian Bond	What You Should Know about the Legacy of Julian Bond
Ruby Bridges	Celebrating Ruby Bridges
Shirley Chisholm	Shirley Chisholm - The First Black Congresswoman
Judith Heumann	Remembering Judy Heumann's Lasting Contributions to Disability Rights
Dolores Huerta	Dolores Huerta: "Yes We Can!"
John Lewis	Remembering Rep. John Lewis, In His Own Words
Fred Korematsu	Loyal American: Fred Korematsu
Thurgood Marshall	Thurgood Marshall and Brown v. Board of Education
Harvey Milk	The Life of Harvey Milk
Jackie Robinson	Jackie Robinson: The First African American to Play in the MLB
Bayard Rustin	Brother Outsider - The Life of Bayard Rustin
Gloria Steinem	Gloria Steinem: For Women, the Golden Rule Needs to Be Reversed The Oprah Winfrey Show OWN

Thurgood Marshall—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Thurgood Marshall work to secure and protect civil rights?
(Who or what motivated him to work for the equality of all?)
2. How did Thurgood Marshall take action to secure and protect civil rights?
(Did he advocate, raise awareness, take legal action, participate in protests?)

On the line at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Thurgood Marshall worked to secure and protect civil rights.
- Write an **“H”** if it shows how Thurgood Marshall took action to secure and protect civil rights.

Thurgood Marshall: Civil Rights Lawyer



[Marshall](#) NAACP,
Public Domain,
Wikimedia

Thurgood Marshall was born in Baltimore, Maryland, in 1908. His family came from formerly enslaved people. During Marshall's childhood, his father helped him learn about law and legal arguments. He took Marshall to courthouses to watch lawyers argue cases. At home, the family debated current events together. This influenced the way Marshall thought and prepared him for a career in law. ____

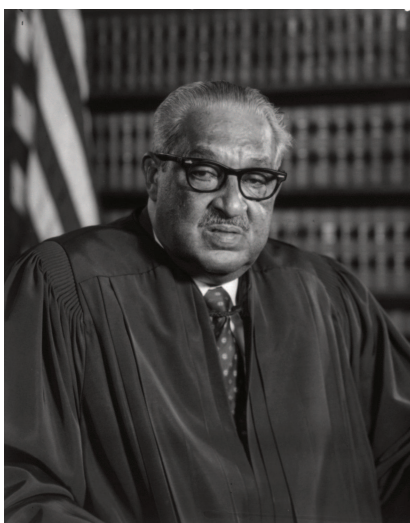
Marshall wanted to attend the University of Maryland Law School. He was unable to enroll because it was segregated. Instead, he studied at the law school of the historically Black college, Howard University. ____

After law school, Marshall began to work for the National Association for the Advancement of Colored People (NAACP). He worked to address the civil rights issue of school segregation in the case of *Murray v. Pearson*. In the case, Marshall argued that the University of Maryland was the only good law school in Maryland. He said that “separate but equal” did not apply in this case because there was not a “separate and equal” law school in Maryland for Black students to attend. Marshall won the case. He used the courts to secure and protect civil rights. ____

Marshall continued to use his law degree to work to secure and protect civil rights. He argued cases for the NAACP to the Supreme Court. He used the courts to improve life for Black people who experienced discrimination. His most famous case was *Brown v. Board of Education*. Marshall won the case, and the Supreme Court decided that separate could never be equal in education. ____

Marshall won twenty-nine of the thirty-two cases he brought to the Supreme Court with the NAACP. Little by little, he used the law to fight against discrimination and segregation. He was not an activist on the street. Instead, he used his education and understanding of law to fight for civil rights. ____

Thurgood Marshall: Supreme Court Justice



[Marshall](#) Public Domain,
Wikimedia

Thurgood Marshall understood the power of the law. It could hold back or defend civil rights, depending on how it was used. Many activists worked outside of government, but Marshall used courts to change the United States. Later in life, he stopped bringing cases to the courts as a lawyer. He became a judge and listened to the arguments of lawyers. ____

In 1961, President Kennedy made Marshall a judge on the U.S. Court of Appeals. Many Southern senators did not want to see a Black man serving as a judge. They tried to keep President Kennedy from making this decision. They could not stop this from happening, and Marshall became a federal judge. ____

Student Sources

Mini Biography Video: [Thurgood Marshall and Brown v. Board of Education](#) (You can also access this video from the [Video Links for Research](#))

Thurgood Marshall's Own Words

"Where you see wrong or inequality or injustice, speak out because this is your country. This is your democracy. Make it. Protect it. Pass it on."—Thurgood Marshall

"Today's Constitution is a realistic document of freedom only because of several corrective amendments. Those amendments speak to a sense of decency and fairness that I and other Blacks cherish."—Thurgood Marshall ____

Text sources:

[Thurgood Marshall- Britannica](#)

[Who Was Thurgood Marshall- NAACP Legal Defense Fund](#)

Shirley Chisholm—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Shirley Chisholm work to secure and protect civil rights?
(Who or what motivated her to work for the equality of all?)
2. How did Shirley Chisholm take action to secure and protect civil rights?
(Did she advocate, raise awareness, take legal action, participate in protests?)

On the line at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Shirley Chisholm worked to secure and protect civil rights.
- Write an **“H”** if it shows how Shirley Chisholm took action to secure and protect civil rights.

Shirley Chisholm: Overcoming a “Double Handicap”



Chisholm by Roger Higgins,
Public Domain, Wikimedia

Shirley Chisholm was born in Brooklyn, New York, in 1924. Her parents were immigrants from Guyana and Barbados, nations in the Caribbean. ____

Chisholm went to school in Brooklyn and studied at Brooklyn College. She was on the debate team there. She impressed many of her professors. ____

Chisholm took an interest in politics. She was interested in events across the world as well as issues of race, class, and gender in the U.S. She focused on the struggle for independence in Barbados from England, the Caribbean island where her mother was born. She believed the people of Barbados had the right to be an independent nation. ____

At college, Chisholm's teachers encouraged her to get involved in government. Chisholm understood that the government had the power to take positive action toward securing and protecting civil rights. However, she worried that she could not have a successful career in politics. She even said she had a "double handicap" of being Black and female. _____

After college, Chisholm became a teacher and continued her education at Columbia University. She began to take action to protect and secure civil rights. Chisholm joined the League of Women Voters, the National Association for the Advancement of Colored People (NAACP), and many other organizations. These organizations worked to secure and protect civil rights. In particular, Chisholm was very concerned about the civil rights issue of racial discrimination in housing. She saw the challenges Black people had finding affordable and good quality housing in Brooklyn. She wanted to work to end this discrimination. _____

In 1964, Chisholm decided to run in a state election. She was elected to the New York State Legislature. She was only the second Black person to serve in the legislature. As a member of the state legislature, she could use her position to advocate for and raise awareness of the importance of securing and protecting civil rights for all. _____

Shirley Chisholm: Fighting Shirley



[Chisholm](#) by Thomas J. O'Halloran, Public Domain, Wikimedia

After four years in the New York State Legislature, Shirley Chisholm was elected to the United States Congress. She represented the community she knew in Brooklyn, New York. She advocated for the people of her community. She brought their concerns about discrimination to Washington, D.C. _____

It did not take long before she earned the nickname “Fighting Shirley.” She was called this because she worked hard for African Americans, women, and poor people. ____

In Congress, Chisholm introduced fifty different bills. Introducing a bill is the first step toward making a new law. Chisholm’s bills focused on the issues of race, class, and gender that she had always cared about. Although her bills did not always become laws, they raised awareness of the need to secure and protect civil rights. ____

Chisholm became a national figure when she decided to run for president. In 1972, she became the first Black woman to run for president from a major political party in the United States. ____

As a presidential candidate, Chisholm faced many barriers. Not everyone wanted her to run for president or to get attention for her campaign as a Black woman. She was not allowed to participate in television debates! All the other Democratic candidates used these debates to show the nation who they were and what they wanted to do in office. This was one of the many reasons her campaign did not succeed. ____

Chisholm showed the nation that a Black woman could run for president. As she traveled the U.S. while running for president, supporters followed her on the “Chisholm Trail.” Women, students, African Americans, and many others wanted to see change and supported her. ____

Chisholm was not elected president but continued serving in Congress until 1983. As a member of Congress, she continued to take action to advocate for the civil rights of all Americans. ____

Later, She moved to Massachusetts and taught at Mount Holyoke College, a women’s college. She worked to influence the next generation of women to take action to secure and protect civil rights for all. ____

Student Sources

Video: [Shirley Chisholm - The First Black Congresswoman](#) by Black History in Two Minutes (or So), YouTube

Shirley Chisholm’s Own Words

“In the end, anti-black, anti-female, and all forms of discrimination are...the same thing: anti-humanism.”—Shirley Chisholm ____

“Racism is so universal in this country, so widespread and deep-seated, that it is invisible because it is so normal.”—Shirley Chisholm ____

Text sources:

[Shirley Chisholm - National Women's History Museum](#)

[Shirley Chisholm: Facts About Her Trailblazing Career - HISTORY](#)

Ruby Bridges—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Ruby Bridges work to secure and protect civil rights?
(Who or what motivated her to work for the equality of all?)
2. How did Ruby Bridges take action to secure and protect civil rights?
(Did she advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Ruby Bridges worked to secure and protect civil rights.
- Write an **“H”** if it shows how Ruby Bridges took action to secure and protect civil rights.

Ruby Bridges: Six-Year-Old Changemaker



[Ruby Bridges](#) Public Domain, Wikimedia

Ruby Bridges was born in Mississippi in 1954, the same year the Supreme Court ruled that it was not constitutional to segregate schools. In 1956, when Ruby was two, her family moved to New Orleans, Louisiana. In New Orleans, Bridges started kindergarten in a segregated classroom in 1959. The schools had not yet been integrated. The law had changed, yet “separate but equal” could only end when Black and White students studied in the same schools. _____

To end segregation, the National Association for the Advancement of Colored People (NAACP) asked for volunteers from African American families to help integrate schools. The family of Ruby Bridges and several other families decided to take action. The Bridges agreed to send Ruby to an integrated school. However, they faced a strong negative reaction from many White people who wanted schools to stay segregated. _____

In November 1959, four Black students helped integrate New Orleans' schools. Three went to one elementary school together. Ruby Bridges integrated William Frantz Elementary School alone. She was the only Black child in the school in 1959. She was six years old at the time. _____

Every day, Bridges and her mother walked to school with four federal marshals. A marshal is an officer who helps put laws into action. President Dwight Eisenhower sent the marshals to protect Bridges. White crowds protested outside of the school and yelled at Bridges.

Only one teacher agreed to teach Bridges. Her name was Barbara Henry, and she was from Boston. They were the only two people in the classroom that year. No other White parents wanted their children in Bridges's class. Bridges and Henry spent the whole school year alone together. _____

Ruby Bridges: Adult Icon



[Ruby and Obama](#) Public Domain, Wikimedia

It was difficult for Ruby Bridges to integrate her elementary school in New Orleans. She ate alone every day. She only had her teacher to play with at recess. White people yelled at her. She needed to be protected by the police. Her entire family made sacrifices for this change. _____

Many White people in New Orleans did not want to integrate schools. Her family was punished for taking action to secure their civil rights. Bridges's father lost his job. A grocery store would not sell food to her mother. Bridges's grandparents were forced to leave the land they worked as sharecroppers. However, Bridges did not miss one day of school. Her bravery inspired other Black families to take action. Soon, she was not the only Black student in her elementary school. Her difficult year changed schools in New Orleans. Years later, Bridges's four nieces went to her elementary school. _____

Bridges has spent the rest of her life telling her story and improving schools. She and her teacher, Barbara Henry, have told their story together for years. Bridges wrote books about her experience. Her books help to raise awareness about the importance of advocating for civil rights for all. In addition, Bridges created The Ruby Bridges Foundation. It works for tolerance and understanding through education. _____

Bridges went to school as the only Black student when she was six years old. Since then, she has worked with many people to make all students feel welcome in school. _____

Student Sources

Video: [Celebrating Ruby Bridges](#) by Scholastic, YouTube

Ruby Bridges's Own Words

"Driving up I could see the crowd, but living in New Orleans, I actually thought it was Mardi Gras*. There was a large crowd of people outside of the school. They were throwing things and shouting."—Ruby Bridges _____

"Don't follow the path. Go where there is no path and begin the trail. When you start a new trail equipped with courage, strength, and conviction, the only thing that can stop you is you!"—Ruby Bridges _____

*Mardi Gras (pronounced Mardee Graw) is a lively and festive carnival. The celebration involves parades, costumes, music, and feasting on the day before the Christian season of Lent begins. New Orleans has a famous Mardi Gras celebration. Mardi Gras means "Fat Tuesday" in French.

Text sources:

[Ruby Bridges - National Women's History Museum](#)

[Ruby Bridges: Civil Rights Leader](#)

Julian Bond—Activist Research Packet

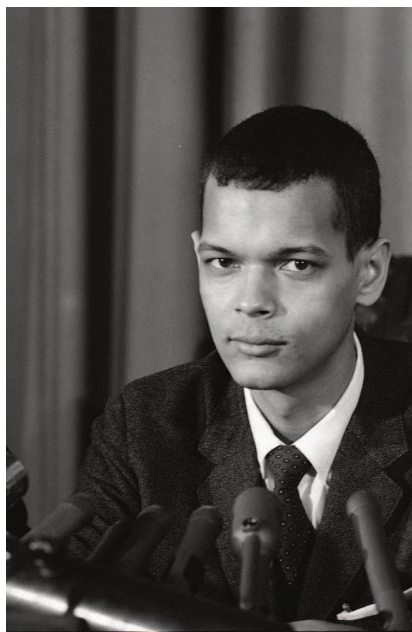
As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Julian Bond work to secure and protect civil rights?
(Who or what motivated him to work for the equality of all?)
2. How did Julian Bond take action to secure and protect civil rights?
(Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Julian Bond worked to secure and protect civil rights.
- Write an **“H”** if it shows how Julian Bond took action to secure and protect civil rights.

Julian Bond: Student Activist



[Julian Bond](#) The Library of Congress, Wikimedia

Julian Bond was born in Nashville, Tennessee, in 1940. He grew up in Pennsylvania. Bond returned to the South for college. He attended Morehouse College. Morehouse is a historically Black college in Atlanta. While living in the South, Bond witnessed the effects of Jim Crow segregation laws. He became interested in the student-led Civil Rights Movement. He was inspired by the speech of civil rights leader Ella Baker. She said the people who participated in lunch counter sit-ins were interested in

something much “bigger than a hamburger.” Baker said these protesters wanted to end racial segregation and discrimination everywhere. Bond wanted to be part of this work. _____

As a student at Morehouse College in 1960, Bond helped establish the Student Nonviolent Coordinating Committee (SNCC, read as “snick”) and served as its communication director. SNCC organized sit-ins, boycotts, and nonviolent protests. It gave students a way to work to end segregation and secure and protect civil rights. As a member of SNCC, Bond led protests against segregated public facilities from 1960 to 1963. These protests raised awareness about the problem of segregation and how it violated the civil rights of African Americans. _____

Julian Bond also took action to help people register to vote in Georgia, Alabama, Mississippi, and Arkansas. In doing this, he gave people the power to advocate for themselves by voting for candidates who would work to protect and secure their civil rights. _____

Bond left Morehouse College in 1961 so that he could work full time to secure and protect civil rights for all. He returned in 1971 to complete his college studies and earn his degree. _____

Julian Bond: Civil Rights Politician



[Julian Bond](#) with John Lewis, Lauren Gerson, Public Domain, WikiCommons

In 1971, Bond worked with civil rights activists to create the Southern Poverty Law Center (SPLC). The SPLC uses legal action to secure and protect civil rights for all. The SPLC works to stop the violence and discrimination caused by hate groups such as the KKK. _____

In 1965, Bond decided to run for office. As an elected official, he would have the ability to advocate for and raise awareness about the importance of civil rights for all citizens. He was a Georgia state representative for four terms. He was a Georgia state senator for six terms. ____

After serving in the Georgia legislature, Bond continued to lead civil rights efforts. From 1988 to 2010, he was the chairman of the NAACP. As the chairman, he continued to work for civil rights. The NAACP works to raise awareness and organize legal action and protests in support of securing and protecting civil rights for all Americans. ____

Bond also taught civil rights history at the University of Virginia. There, he helped educate the next generation of civil rights leaders that will push the United States to become a “more perfect union.” ____

Student Sources

Video: [What You Should Know About the Legacy of Julian Bond](#) by PBS NewsHour, YouTube

Julian Bond's Own Words

“The Civil Rights Movement didn’t begin in Montgomery, and it didn’t end in the 1960s. It continues on to this very minute.”—Julian Bond ____

“Discrimination is discrimination no matter who the victim is, and it is always wrong.”—Julian Bond ____

Text sources:

[International Civil Rights Walk of Fame: Julian Bond - National Park Service](#)

[Julian Bond - SNCC Digital Gateway](#)

Judith Heumann—Activist Research Packet

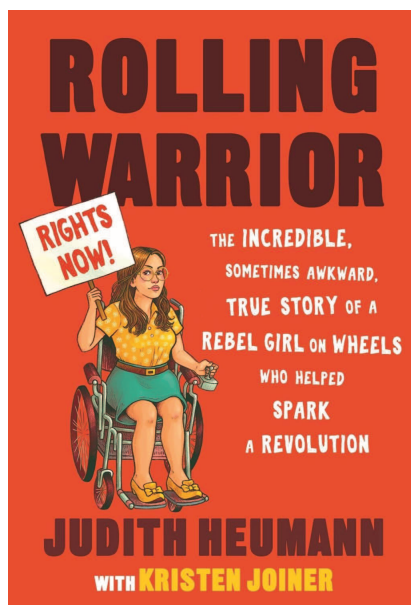
As you read the two sources and the quotes in this packet, you will be looking for evidence to answer two questions:

1. Why did Judith Huemann work to secure and protect civil rights?
(Who or what motivated her to work for the equality of all?)
2. How did Judith Huemann take action to secure and protect civil rights?
(Did she advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Judith Huemann worked to secure and protect civil rights.
- Write an **“H”** if it shows how Judith Huemann took action to secure and protect civil rights.

Judith Heumann: Teacher



Rolling Warrior by Judith Heumann
PenguinRandomHouse.com

Judith Ellen Heumann was born on December 18, 1947. She grew up in Brooklyn, New York. When Judy was 18 months old, she had a disease called polio. The disease paralyzed her legs. As a result, she needed to use a wheelchair. _____

When Judith Heumann was five years old, her mother tried to sign her up for kindergarten. The principal would not let Judith sign up. He said that her wheelchair was a fire hazard. Judith's mother, Ilse Heumann, had to teach her daughter at home. This was difficult for Judith because she wanted to attend school with kids her age.

When Heumann was nine years old, she was allowed to enroll in school. She was educated with other disabled students in the basement. Once a week, she was allowed to attend a school-wide assembly. Otherwise, she had no chance to mix with the other students. _____

After she finished college, Judith Heumann wanted to become a teacher. She passed all of the requirements to be a teacher in New York except for one. She did not pass the physical exam because she needed a wheelchair. The rules said that teachers must not have any physical limitations. She was refused a teaching license in New York. She did not feel that this was fair. She began to advocate for the rights of disabled people in 1970. _____

Heumann spoke to the *New York Times* about the discrimination she experienced. This raised awareness about disability rights. She sued the New York Board of Education. She told the *New York Times* she could teach on the ground floor. She said she could move faster in her motorized wheelchair than most walking people. She won her legal case and received her teaching license. Heumann became New York City's first teacher who used a wheelchair. _____

Judith Heumann: Disability Rights Advocate



[Judith Heumann](#) East Asia and Pacific Media Hub, U.S. Department of State, Public Domain, via Wikimedia

After Heumann became a teacher, she continued to work for disability rights. In 1972, Heumann and other activists for disability rights stopped traffic during rush hour outside of President Richard Nixon's campaign office. They did this because Nixon had vetoed the Rehabilitation Act of 1972. This act would expand programs to help people with disabilities. _____

In 1973, Heumann moved to Berkeley, California. She became a member of the Berkeley Center for Independent Living. The Berkeley Center advocated for the needs of people with disabilities so that they could live independent lives. The Berkeley Center helped push the city of Berkeley to cut curbs so people in wheelchairs could cross the street safely. _____

Judith Heumann also led a 26-day sit-in at the San Francisco offices of the Federal Department of Health, Education, and Welfare. This led to the passage of [Section 504 of the Rehabilitation Act of 1973](#). Section 504 extended nondiscrimination to all public accommodations, including employment, transportation, communications, and state and local government programs. _____

Judith Heumann worked with President Clinton and President Obama to spread ideas about disability rights around the world. Between 2000 and 2015, 181 countries passed disability civil rights laws. These laws were based on the work led by Heumann in the United States. She traveled to over 30 countries to spread disability rights

around the world. She won many awards for her work and wrote books about her experiences. _____

Judith Heumann died in March 2023. She was 75 years old. Heumann was an internationally known leader of civil rights for disabled people. She was known as the “mother of the disability rights movement.” Her work to advocate for disabled people in the United States and around the world brought significant changes that made an enormous difference in people’s lives. _____

Student Sources

Video: [Remembering Judith Heumann](#) by PBS NewsHour, YouTube

Judith Heumann’s Own Words

“Disability only becomes a tragedy when society fails to provide the things we need to lead our lives—job opportunities or barrier-free buildings, for example,” she said. “It is not a tragedy to me that I’m living in a wheelchair.”—Judith Heumann _____

“We are slowly changing the world.”—Judith Heumann _____

Text sources:

[Judy Heumann](#) (JudithHeumann.com)

[Activist Judy Heumann led a reimagining of what it means to be disabled](#) (NPR)

[Judith Heumann](#) | Jewish Women's Archive

[Center for Independent Living, which launched disability rights movement, turns 50](#) (berkeleyside.org)

John Lewis—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did John Lewis work to secure and protect civil rights?
(Who or what motivated him to work for the equality of all?)
2. How did John Lewis take action to secure and protect civil rights?
(Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why John Lewis worked to secure and protect civil rights.
- Write an **“H”** if it shows how John Lewis took action to secure and protect civil rights.

John Lewis: Young Civil Rights Activist



[John Lewis by Trikosko, Marion S](#) No known restrictions on publication, [Wikimedia Commons](#)

John Robert Lewis was born in February 1940. He grew up in Alabama. His parents were sharecroppers. Lewis went to segregated schools and did not like the injustices he saw every day in the Jim Crow South. _____

Lewis was inspired by the activism of Rosa Parks and Martin Luther King, Jr. Lewis attended Fisk University, a historically Black college in Nashville, Tennessee. While in college, Lewis studied nonviolent protest and became an activist. He participated in

sit-ins at lunch counters and other segregated locations. In 1961, he took part in the Freedom Rides that worked to desegregate bus stations. Lewis was beaten and arrested for his involvement. _____

In 1963, Lewis was elected the Student Nonviolent Coordinating Committee (SNCC) chairman. That same year, Lewis played a key role in the March on Washington. He had already become an important figure in the fight for civil rights. He led the efforts to have African Americans in the South register to vote. _____

John Lewis participated in the March from Selma to Montgomery. He helped to lead 600 people in a march to support voting rights for African Americans. George Wallace, the governor of Alabama, sent the police to break up the march as it tried to cross the Edmund Pettus Bridge in Selma. The marchers were attacked, and Lewis's skull was fractured. He called on President Lyndon B. Johnson to intervene in Alabama. _____

Within two days of "Bloody Sunday," there were demonstrations in support of the marchers in over 80 American cities. This awareness helped to pass the Voting Rights Act in 1965. President Lyndon Johnson signed this law. _____

John Lewis: Advocate, Councilman, and Congressman



[John Lewis's official biopics](#) Public domain, Wikimedia

John Lewis lived in Georgia and remained active in the Civil Rights Movement, even after leaving the SNCC. He became the director of the Voter Education Project. _____

Lewis was elected to office in 1981 as an Atlanta city councilman. In 1986, he became a U.S. House of Congress representative from Georgia. He continued his civil rights work in these positions with his passion for nonviolent conflict resolution. _____

Lewis co-wrote many articles and books, including a memoir. The March trilogy is a series of graphic novels for young adults used in many classrooms today. This series was based on Lewis's experiences in the Civil Rights Movement. The documentary *John Lewis: Good Trouble* (2020) follows his life and career. His writing helps to raise awareness about the importance of securing and protecting civil rights for all. _____

Lewis died in July 2020 from pancreatic cancer. He became the first African American lawmaker to have his coffin placed in the rotunda of the U.S. capitol. At Lewis's request, on the day of his funeral, *The New York Times* published an essay in which Lewis applauded the Black Lives Matter movement. In his essay, he encouraged future activists to become involved in fighting injustice. _____

Student Sources

Video: [Remembering Rep. John Lewis, In His Own Words](#) by the Washington Post, YouTube

John Lewis's Own Words

"When you see something that is not right, not fair, not just, you have to speak up. You have to say something; you have to do something."—John Lewis _____

"Get in good trouble, necessary trouble, and help redeem the soul of America."—John Lewis _____

"Though I may not be here with you, I urge you to answer the highest calling of your heart and stand up for what you truly believe. In my life, I have done all I can to demonstrate that the way of peace, the way of love, and nonviolence is the more excellent way. Now it is your turn to let freedom ring."—John Lewis _____

Text sources:

Wallenfeldt, Jeff. "John Lewis." Encyclopedia Britannica, 17 Feb. 2023, <https://www.britannica.com/biography/John-Lewis-American-civil-rights-leader-and-politician>. Accessed 28 February 2023

ACLU

<https://www.aclu.org/congressman-john-lewis>

Global Citizen

[10 John Lewis Quotes That Will Inspire You to Get Into 'Good Trouble'](#)

Jackie Robinson—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Jackie Robinson work to secure and protect civil rights?
(Who or what motivated him to work for the equality of all?)
2. How did Jackie Robinson take action to secure and protect civil rights?
(Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Jackie Robinson worked to secure and protect civil rights.
- Write an **“H”** if it shows how Jackie Robinson took action to secure and protect civil rights.

Jackie Robinson: Sharecropper’s Son and Soldier



[Robinson](#) LOOK Magazine,
Public Domain, Wikimedia

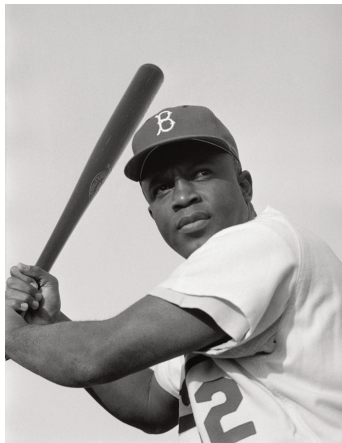
Jackie Robinson was born in 1919 to a family that worked as sharecroppers in Georgia. In 1920, he moved to California with his mother. Jackie Robinson grew up in California.

Robinson attended the University of California, Los Angeles (UCLA). At UCLA he played football, basketball, track, and baseball. _____

In 1942, Jackie Robinson was drafted into the United States Army to fight in World War II. Robinson experienced segregation and discrimination in the army. He was assigned to an all-Black unit to train and serve with other African American soldiers. Because he was college-educated, Robinson wanted to be an officer in the army. However, because he was Black, it took lots of fighting for this position before this happened. Many in the army did not want a Black soldier to have the power and respect of being an officer. ____

While in the army, Robinson refused to move to the back of a military bus. He was arrested by the military police for protesting segregation. Robinson had a military trial, called a “court martial,” and was found innocent. He stood up against discrimination and won. This would not be Robinson’s last time fighting for civil rights. ____

Jackie Robinson: Baseball Barrier Breaker



[Robinson](#) Bob Sandberg,
Public Domain, Wikimedia

Jackie Robinson returned to sports after World War II. He played football and worked as a coach before playing professional baseball. ____

In the 1940s, professional baseball was segregated. Robinson played in an all-Black league. He did not enjoy this time in his career because Black baseball players were not paid well. They were not taken seriously and did not get the recognition they deserved. ____

After playing for the Kansas City Monarchs in an all-Black league, Robinson went to a tryout at Fenway Park in Boston in 1945. This was a rare opportunity since Major League Baseball teams typically did not allow Black players at tryouts. ____

Robinson was treated poorly in Boston. People called him racist names, and he was insulted. However, his talent was seen, and Robinson was asked to play in the minor

leagues. He played for the Montreal Royals, and he was one step closer to playing Major League Baseball. _____

On the Royals, Robinson experienced segregation and racism. When the team traveled, he had to stay at different hotels than the White players. _____

In 1947, Robinson got to play professional baseball for the Brooklyn Dodgers. He was the first Black person to play Major League Baseball in the 20th century. On April 15, 1947, the world watched Jackie Robinson walk onto the field to play against the New York Yankees. He had integrated professional sports. _____

Not everyone wanted to see African Americans play professional sports. Even some of Robinson's teammates did not want him on the team. Other teams said they would not play against him. Fans yelled racist names at him. However, Jackie Robinson did not let their actions stop him from fighting against segregation and discrimination. He continued to play baseball and did not respond to their racist behavior. _____

Soon, Robinson was followed by other Black baseball players. Change was slow, and not everyone liked it. But thanks to Jackie Robinson, Major League Baseball was now racially integrated. _____

Student Sources

Video: [Jackie Robinson: The First African American to Play in the MLB: Mini Bio](#) by BIO, YouTube

Jackie Robinson's Own Words

"A life is not important except in the impact it has on other lives."—Jackie Robinson

"There's not an American in this country free until every one of us is free."—Jackie Robinson

Text sources:

[Jackie Robinson Foundation](#)

[Jackie Robinson - HISTORY](#)

[Jackie Robinson - Britannica](#)

Harvey Milk—Activist Research Packet

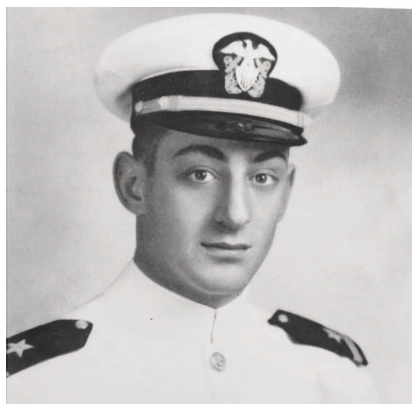
As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Harvey Milk work to secure and protect civil rights?
(Who or what motivated him to work for the equality of all?)
2. How did Harvey Milk take action to secure and protect civil rights?
(Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Harvey Milk worked to secure and protect civil rights.
- Write an **“H”** if it shows how Harvey Milk took action to secure and protect civil rights.

Harvey Milk: Military Veteran and Gay Rights Leader



[Harvey Milk, in uniform](#) courtesy of Harvey Milk Archives--Scott Smith Collection (GLC 35), LGBTQIA Center, San Francisco Public Library

Harvey Milk was born in 1930 in Woodmere, New York. His parents, William and Minerva Milk, were born in Lithuania. Harvey knew he was gay during high school. He was a popular student interested in many things, including playing football and opera. _____

After he attended college, Harvey Milk joined the U.S. Navy. The U.S. Department of Defense created a policy in 1949 that said that gay people were not allowed to serve in the military. Harvey Milk did not let this discrimination stop him. He didn't say he was gay when he signed up, and at first, no one asked him. _____

In 1955, the Navy asked Milk if he was gay. In response, Milk resigned from the Navy. If he did not resign, he would have been court-martialed. When someone is court-martialed, they are put on trial for breaking the rules of the military. He was given a “less than honorable discharge” despite serving the nation in the Korean War. ____

In 1972, Milk moved to San Francisco, where he opened a camera store. The store became a neighborhood center. He quickly became a leader in the gay community. After store owners in the area tried to stop two gay men from opening a store, Milk and a few other business owners founded the Castro Village Association. The Castro Village Association supported LGBTQ-owned businesses. ____

Harvey Milk decided to get involved in politics because he wanted to help the gay community secure and protect their civil rights. He ran for the San Francisco Board of Supervisors. He lost that race but became known in local politics. He would run again and finally win in 1977. Harvey Milk became one of the first openly gay elected officials in United States history. ____

Harvey Milk: Politician



[Harvey Milk](#) by Daniel Nicoletta, [CC BY-SA 3.0](#),
via Wikimedia Commons

When Harvey Milk was elected to office, he had a position that would give him the power to advocate for and raise awareness of the need to secure and protect the civil rights of all. His election made news across the country and the world. ____

Harvey Milk worked to serve all people, not just LGBTQ people. He developed an agenda of changes he wanted to see. He sponsored an important anti-discrimination

bill during this time. He worked on creating daycare centers to help working mothers and building low-cost housing in the city. In addition, he spoke out on important matters in his state and the country. These were matters of interest to LGBTQ people, women, racial and ethnic minorities, and other marginalized communities. ____

One of these important issues was a California ballot initiative, Proposition 6. This law would have required gay teachers to be fired from their jobs. This discriminatory idea was spread by State Senator John Briggs. Harvey Milk was strongly against this measure, and it was voted down. The injustice of this initiative caused Milk and others to campaign against it. During this time, many people attended gay pride marches in San Francisco and Los Angeles. ____

The hatred against gay people in the United States was very strong. Milk received death threats often. He was aware that he might be killed for being gay and advocating for the rights of gay people. In November 1978, a former employee killed Harvey Milk and Mayor George Moscone inside City Hall. ____

Harvey Milk was the topic of many books and movies, including an opera. These include a biography, *The Mayor of Castro Street* (1982), a documentary, *The Times of Harvey Milk* by Robert Epstein (1984), and a drama, *Milk* (2008). These books and movies raise awareness about Milk's work to secure and protect civil rights for all. ____

A statue of Milk was unveiled in the center rotunda at San Francisco City Hall in 2008.

After his death, President Obama gave Milk the Presidential Medal of Freedom in April 2013. In 2021, the U.S. Navy launched one of its ships, the *USNS Harvey Milk*. It was the first U.S. Navy vessel to be named for an openly gay person. It was estimated that as many as 100,000 service members had been discharged from the U.S. military for being gay. ____

Harvey Milk believed that the government should represent all individuals. The government should ensure that all citizens are treated equally and give people the services they need. He worked hard for LGBTQ people to be included in the political process. He thought that the more gay people lived openly instead of hiding who they were, the more their families and friends would support protections for their equal rights. The Harvey Milk Foundation is dedicated to its vision of equality and authenticity for everyone, everywhere. ____

Student Sources

Video: [The Life of Harvey Milk](#)

Harvey Milk's Own Words

"All young people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential."—Harvey Milk _____

"It takes no compromise to give people their rights. It takes no money to respect the individual. It takes no survey to remove repressions."—Harvey Milk _____

Text sources:

[The Official HARVEY MILK Biography](#)

[Harvey Milk | Biography, Facts, & Assassination | Britannica](#)

[Blue and "Other Than Honorable" Discharges \(U.S. National Park Service\)](#)

[U.S. Navy launches ship named after gay rights leader Harvey Milk: NPR](#)

Gloria Steinem—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Gloria Steinem work to secure and protect civil rights?
(Who or what motivated her to work for the equality of all?)
2. How did Gloria Steinem take action to secure and protect civil rights?
(Did she advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Gloria Steinem worked to secure and protect civil rights.
- Write an **“H”** if it shows how Gloria Steinem took action to secure and protect civil rights.

Gloria Steinem: The Early Years



[Gloria Steinem at the LBJ Library in 1975](#) Public Domain, via Wikipedia

Gloria Steinem was born in Toledo, Ohio, in 1934. She became a political activist and author advocating for women’s civil rights. The fight for women’s civil rights was also known as the Women’s Liberation Movement. This movement began in the 1960s and continues today. _____

Gloria Steinem grew up in a house trailer with her parents. They traveled in the trailer during her early years because her father was a traveling salesman. Her parents divorced when she was 12 years old. She then lived with her mother in Ohio. For the first time, she began going to school regularly. During this time, she cared for her

mother, who struggled with mental illness. While in high school, she moved to Washington, D.C., to live with her sister. ____

Steinem graduated from Smith College in Massachusetts in 1956. She went to India for two years on a scholarship. While there, she participated in nonviolent protests, which was the beginning of her life of activism. She learned a great deal about protesting injustice while she was there. ____

Gloria Steinem: Women's Rights Activist



[Gloria Steinem](#) by Gage Skidmore, CC BY-SA 3.0, via Wikipedia

Gloria Steinem has long advocated for the civil rights of women. She believes that women should have the same rights, responsibilities, and opportunities as men.

In 1960, she was living in New York City and began working as a writer and journalist. At that time, most of the work in this field was done by men. Women were assigned stories for the “women’s pages” in a publication. The topics of these pages included housekeeping, cooking, fashion, and more. Steinem wanted to report on politics and other important stories. She faced opposition from the men in the field. However, over time, her work became more political and more accepted. ____

In 1968, she helped found *New York Magazine*, where she became an editor and political writer. She reported on political campaigns and progressive movements. She continued to give speeches and travel the country. Steinem participated in many protests. ____

Steinem was part of a small group of women who founded the National Women's Political Caucus in 1971. This group works to recruit, train, and help women get elected

to political office. Steinem believes that having women in government is an important step in protecting and securing civil rights for all. _____

In 1972, Steinem created a magazine that addressed issues from a feminist point of view. The magazine was named *Ms.* and pronounced “Mizz.” Traditionally, women were addressed as “Mrs” if they were married and “Miss” if they were not. The title “Ms.” took away the focus on marriage and allowed women to be viewed as individuals. _____

Ms. wrote articles that raised awareness of issues such as unequal pay and limited job opportunities for women. When *Ms.* began, women weren’t allowed to get credit cards in their own names. They had to rely on their husbands or parents to borrow money. Steinem remained an editor and writer for the magazine for the next fifteen years and continued her involvement long after that. *Ms.* is still published to this day! _____

Steinem was very involved in political organizations and became a leading advocate for the Women’s Liberation Movement. This included the National Organization for Women (NOW). She also created a television documentary that addressed women’s issues, and she published many articles and books on this topic. Steinem dedicated her life’s work to the Feminist Movement. She wrote a book called *Outrageous Acts and Everyday Rebellions* about her experiences being an activist for civil rights. _____

Gloria Steinem was awarded the Presidential Medal of Freedom in 2013 by President Barack Obama. This honor is given to individuals who have contributed to the United States in a meaningful way. She received many other awards and recognition for her work in advancing women’s rights. _____

Gloria Steinem has continued her work, especially in the areas of gender roles, nonviolent conflict resolution, and the rights of Indigenous peoples. She currently lives in New York City. _____

Student Sources

Video: [Gloria Steinem: For Women, the Golden Rule Needs to Be Reversed | The Oprah Winfrey Show | OWN](#), YouTube

Gloria Steinem’s Own Words

“The future depends entirely on what each of us does every day; a movement is only people moving.”—Gloria Steinem _____

“We need to remember across generations that there is as much to learn as there is to teach.”—Gloria Steinem _____

Text sources:

[Gloria Steinem | Biography & Facts | Britannica](#)

[Gloria Steinem | National Women's History Museum](#)

<http://www.gloriasteinem.com/about>

[An Oral History of 'Ms.' Magazine -- New York Magazine - Nymag](#)

[Gloria Steinem - Students | Britannica Kids | Homework Help](#)

Fred Korematsu—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Fred Korematsu work to secure and protect civil rights?
(Who or what motivated him to work for the equality of all?)
2. How did Fred Korematsu take action to secure and protect civil rights?
(Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Fred Korematsu worked to secure and protect civil rights.
- Write an **“H”** if it shows how Fred Korematsu took action to secure and protect civil rights.

Fred Korematsu: Japanese American



[Fred Korematsu and Family, - Wikipedia](#) courtesy of the family of Fred T. Korematsu, [CC BY 2.0](#), via Wikipedia

Toyosaburo Korematsu was born in Oakland, California, in 1919. A teacher gave him the name “Fred.” She said it was easier to say than his Japanese name. Korematsu went by “Fred” for the rest of his life. Fred Korematsu’s parents were immigrants from Japan, and they ran a flower nursery in California. Fred Korematsu had three brothers. In this picture, he is the second person from the right. _____

After he graduated from high school in 1938, Fred Korematsu became a welder. A welder is someone who joins metal together using heat and gas. _____

In 1941, during World War II, the nation of Japan bombed Pearl Harbor in Hawaii. After this happened, people in the United States began to discriminate against people of Japanese descent, including Japanese American citizens. Fred Korematsu and the other Japanese welders were fired from their jobs by the Boilermakers Union because of their ethnicity. ("Ethnicity" is membership of a group with a shared culture, history, and language.) _____

Japanese people who lived in the United States, including Japanese American citizens, were treated like enemies of the United States. In February 1942, the United States government ordered all people of Japanese descent to leave their homes. They were told to report to prison camps across the country. The United States said that all Japanese people in the country were a security threat. The actions of the United States violated the civil rights of Japanese Americans. _____

Fred Korematsu's parents and three brothers reported to the camp. However, Fred Korematsu refused to go. He stayed in Oakland, California, but was arrested three weeks later and taken to jail. _____

While Fred Korematsu was in jail, he was contacted by a lawyer named Ernest Besig. Besig worked for the American Civil Liberties Union (ACLU). The ACLU is an organization that works, often through legal action, to secure and protect the civil rights of all. The ACLU believed that the civil rights of Japanese Americans were being violated by the relocation order. Besig asked Fred Korematsu if he would be willing to challenge his arrest all the way to the Supreme Court. Fred Korematsu said, "Yes!" Korematsu believed in liberty and the lessons in American ideals he had learned in school. He wanted to fight for his rights! _____

While he waited for his trial, Fred Korematsu was sent to the same camp as his parents and brothers. Korematsu lived in a horse stall and had a cot with a straw mattress and one light bulb. Korematsu felt that the camp was worse than jail. _____

Fred Korematsu: Advocate for Civil Rights



[Fred Korematsu](#) courtesy of the Korematsu Family, [CC BY 2.0](#), via Wikimedia

The ACLU and Korematsu appealed his conviction all the way to the Supreme Court. His lawyers presented his case in October 1944. In December 1944, the Supreme Court said that Korematsu did not have a strong case. A judge stated that Korematsu lived on the West Coast. This was the area that was considered a military area during the war. The majority of the Supreme Court justices supported the U.S. government. These justices stated that the relocation was justified by fear that people of Japanese origin would act against the United States if Japan invaded the West Coast. ____

However, several justices disagreed with the decision. They believed that this type of racial discrimination was wrong. They worried that it would make it okay for the government to continue discriminating against groups of people in this way. ____

Korematsu was very upset by this decision. He believed the prison camps were wrong. He said that thousands of Japanese people were sent to prison without a trial. He said this was not democratic. All people deserve the right to defend themselves in court. ____

Two weeks after the decision by the Supreme Court, President Roosevelt's administration began to let some Japanese Americans return home. Korematsu's parents returned to Oakland in May 1945 to find their flower nursery destroyed and neglected. Thousands of people who had been in the prison centers felt they had nowhere to go. ____

After the war, Korematsu got married and had two children. He continued to experience discrimination because he was Japanese American. He was fired from his job fixing hot water tanks in Salt Lake City, Utah, when he asked to be paid the same salary as White workers. For decades, his memories of being relocated caused him pain. He did not speak about his arrest or the prison camps very often. In fact, his children learned about it in high school history class. _____

In 1981, a researcher uncovered evidence that the U.S. government had presented false information to the Supreme Court in Korematsu's case. They also hid information that proved Japanese Americans' loyalty to the country. Korematsu returned to federal court, hoping to be cleared of his crime. In 1983, a federal judge overturned (threw out) his conviction. Fred Korematsu no longer had a criminal record for refusing to report to the relocation center. Fred Korematsu had used legal action to fight for his civil rights several times. Finally, he won! This was an important moment in the fight for civil rights in this country. But Fred Korematsu was not done fighting for civil rights! _____

He worked with other activists to hold the United States accountable for its actions. In 1976, President Ford apologized to the Japanese Americans who were forcibly relocated. In the 1980s, Korematsu traveled to Washington, D.C., to advocate for the passage of the bill called the Civil Liberties Act of 1988. This would grant an official apology from the U.S. government and a payment of \$20,000 for each person of Japanese American descent forced to relocate to a prison camp. In August 1988, President Reagan signed the Act into law. _____

Korematsu was awarded the Presidential Medal of Freedom in 1998 by President Clinton. He was invited to speak at numerous events and university campuses all over the United States about his experience. By doing this, he was able to raise awareness of the importance of fighting to secure and protect the civil rights of all. _____

Korematsu died in March 2005 at the age of 86. In 2010, California made January 30 Fred Korematsu Day of Civil Liberties and the Constitution. This was his birthday. This was the first day to be named for an Asian American in the United States. Korematsu's work continues to inspire people of all backgrounds and demonstrates the importance of speaking up to fight injustice. _____

Student Sources

Video: [Loyal American: Fred Korematsu | BRI's Homework Help Series](#) by the Bill of Rights Institute, YouTube

Fred Korematsu's Own Words

"If you have the feeling that something is wrong, don't be afraid to speak up."—Fred Korematsu _____

"No one should ever be locked away simply because they share the same race, ethnicity, or religion as a spy or terrorist. If that principle was not learned from the internment of Japanese Americans, then these are very dangerous times for our democracy."—Fred Korematsu _____

Text sources:

[Fred Korematsu Fought Against Japanese Internment in the Supreme Court... and Lost Smithsonian Magazine](#)
[Fred's Story - Korematsu Institute](#)
[Fred Korematsu | Encyclopedia.com](#)

Ella Baker—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Ella Baker work to secure and protect civil rights?
(Who or what motivated her to work for the equality of all?)
2. How did Ella Baker take action to secure and protect civil rights?
(Did she advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Ella Baker worked to secure and protect civil rights.
- Write an **“H”** if it shows how Ella Baker took action to secure and protect civil rights.

Ella Baker: Leader Through Cooperation



[Ella Baker via snccdigital.org](https://snccdigital.org) via snccdigital.org

Ella Baker was born in Virginia in 1903. She was raised in North Carolina. She learned about injustice early in life from her grandparents, who were formerly enslaved.

Baker's grandmother told her stories about slavery and Baker was inspired by her grandparents' lives. After slavery ended, they lived on and worked the land where their family had been enslaved. Over time, they bought the land. Owning this property gave the family pride. Baker saw the way rural Black people in the South could work to change their own lives. _____

After graduating from college, Baker moved to New York City and began her career as a civil rights activist in the 1930s. She understood the power of people planning together. In 1940, Baker began working for the National Association for the Advancement of Colored People (NAACP). With the NAACP, Baker traveled the South and met with Black people who lived in rural areas. She planned leadership conferences in Chicago and Atlanta. These conferences brought activists together to plan. Much of her work focused on cooperation. ____

Baker was inspired by the Montgomery Bus Boycotts in 1955 and 1956. In 1957, she began working with the Southern Christian Leadership Conference (SCLC) and Martin Luther King, Jr. With SCLC, she focused her work on voter registration. Black people in the South struggled to register to vote because of Jim Crow restrictions and fear of violence. ____

Ella Baker: “Fundí”



[Ella Baker via ellabakercenter.org](http://ellabakercenter.org) via ellabakercenter.org

“Fundí” is a Swahili word for a person with lots of knowledge who teaches the next generation. Swahili is an East African language. Ella Baker was called “Fundí” because she gave her wisdom as a civil rights activist to young people. Baker saw the potential of students to bring lots of energy to the Civil Rights Movement. ____

Baker was inspired by the Greensboro sit-ins in 1960, where students peacefully protested against segregated restaurants. Baker saw how the activism of college students in North Carolina inspired other people to stage sit-ins. She chose to focus on this younger generation of the Civil Rights Movement. ____

In 1960, Baker helped establish the Student Nonviolent Coordinating Committee (SNCC). SNCC was a way to bring college activists together. They continued the work that was begun by sit-ins. Baker taught many activists in SNCC, who continued to lead the Civil Rights Movement. These people also played a role in major civil rights work and events. ____

Baker's work with SNCC was one way that she brought cooperative activism to the Civil Rights Movement. She believed that change came when people led together. Baker helped SNCC plan many of its largest projects. In 1961, she helped organize the Freedom Rides. These rides brought attention to segregation in bus stations. In 1964, she helped register Black voters in Mississippi. _____

Baker continued to work with younger leaders for the rest of her career. She focused on education as a civil right. Her work as an organizer was not seen by the television cameras. She has not always been recognized for her civil rights work even though she was involved in many important moments in civil rights history. _____

Student Sources

Video: [Ella Baker - 'The Mother of the Civil Rights Movement'](#) by Black History in Two Minutes (or So), YouTube

Ella Baker's Own Words

"The major job was getting people to understand that they had something within their power that they could use, and it could only be used if they understood what was happening and how group action could counter violence."—Ella Baker _____

"This may only be a dream of mine, but I think it can be made real."—Ella Baker _____

Text sources:

[Who Was Ella Baker?- Ella Baker Center for Human Rights](#)

[Ella Baker- SNCC Digital Gateway](#)

Dolores Huerta—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Dolores Huerta work to secure and protect civil rights?
(Who or what motivated her to work for the equality of all?)
2. How did Dolores Huerta take action to secure and protect civil rights?
(Did she advocate, raise awareness, take legal action, or participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Dolores Huerta worked to secure and protect civil rights.
- Write an **“H”** if it shows how Dolores Huerta took action to secure and protect civil rights.

Dolores Huerta: Supporter of Farm Workers



Dolores Huerta Organizing March 1969, 05-06 by George Ballis,
license via takestockphotos.com

Dolores Huerta was born in 1930 in New Mexico. Her father was the son of Mexican immigrants. Her parents divorced when she was young. After that, she moved to Stockton, California, with her mother. Her mother worked very hard as a waitress and factory worker. She saved her money and bought a hotel. _____

Stockton, California, was a farming community. The people who worked on the farms were paid very low wages. Most farm workers were people of color. The largest numbers of farm workers were Mexican or Filipino. Farm workers moved around a lot

to find work. They followed the seasons of the crops. The work was very difficult.

Dolores Huerta's mother was a community activist. She let poor farm workers stay at her hotel for little or no money. She understood what it meant to struggle and wanted to help. _____

Dolores was an excellent student. After high school, she went to college and returned to Stockton to become a teacher. Many of the children in Dolores Huerta's class were the children of farmer workers. The children came to school dirty. Sometimes, her students did not have shoes. She visited their homes and found out that they did not have drinking water or bathrooms. The farmer workers were paid so poorly that they could not afford to take their children to the doctor. _____

Dolores Huerta believed these conditions were not fair. The workers deserved better working conditions and pay for their hard work. They should not have to breathe in harmful chemicals as they worked in the fields. She decided to take action to protect their rights. _____

Dolores Huerta left her teaching job to become an activist. In the 1950s, she founded the National Farm Workers Association with an activist named Cesar Chavez. Together, they worked to protect the rights of migrant farm workers. Later, the National Farm Workers Association became known as the United Farm Workers (UFW). _____

In 1965, the UFW organized a strike in order to protest the working conditions of farm workers in the grape industry. A strike is when a group of workers refuses to do their job until their employer agrees to treat them better. The grape workers were striking for better pay and working conditions. _____

The UFW also organized a boycott. They asked Americans not to buy table grapes to show they supported the farm workers. In 1966, inspired by the march from Selma to Montgomery for Black voting rights, the UFW, led by Dolores Huerta and Cesar Chavez, organized a March for Justice in the Fields. _____

The march began in Delano, California, where many grape farms were located. The marchers traveled 280 miles by foot to the state capital, located in Sacramento. The march was a protest to demand legislation to protect the rights of farm workers. The strike, boycott, and march led to progress. One farm company agreed to work with the UFW to agree on wages and working conditions for the grape pickers. _____

Dolores Huerta: “Sí Se Puede”—“Yes We Can!”



[Dolores Huerta](#) by Gage Skidmore, [CC BY-SA 2.0](#), via Wikimedia

In 1972, Dolores Huerta attended a rally for farm workers' rights in Arizona. At the rally, she said “Sí Se Puede”—“Yes we can!” to the crowd. She told them that change had happened for workers in California, and it could happen in Arizona, too. ____

During her time working with the UFW, Huerta helped to pass laws to protect workers' and immigrants' rights. Her activism helped to pass a California bill that provided driver exams in Spanish and legislation that legalized most undocumented immigrants who arrived in the country prior to 1982. ____

In 2002, Dolores Huerta was honored with a \$100,000 Nation/Puffin prize for Creative Citizenship. She used the money to start the Dolores Huerta Foundation (DHF). The DHF trains people to become activists to support the struggle for civil rights for all. In 2012, she was awarded the Presidential Medal of Freedom. ____

In 2023, Dolores Huerta is still an activist! She fought to protect the rights and safety of farm workers during the COVID pandemic. She says she will continue to keep fighting as long as she can. ____

Student Sources

Video: [Dolores Huerta: "Yes we can!"](#) by Untold History, YouTube

Dolores Huerta's Own Words

"Every moment is an organizing opportunity, every person a potential activist, every minute a chance to change the world."—Dolores Huerta _____

"If people don't vote, everything stays the same. You can protest until the sky turns yellow or the moon turns blue, and it's not going to change anything if you don't vote."—Dolores Huerta _____

Text sources:

[Life Story: Dolores Huerta](#)

[Dolores Huerta: The Civil Rights Icon Who Showed Farmworkers 'Sí Se Puede': The Salt : NPR](#)

[Marching for Justice in the Fields \(U.S. National Park Service\)](#)

[Dolores Huerta Day Curriculum](#) (Dolores Huerta Foundation)

Clyde Bellecourt—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Clyde Bellecourt work to secure and protect civil rights?
(Who or what motivated him to work for the equality of all?)
2. How did Clyde Bellecourt take action to secure and protect civil rights?
(Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Clyde Bellecourt worked to secure and protect civil rights.
- Write an **“H”** if it shows how Clyde Bellecourt took action to secure and protect civil rights.

Clyde Bellecourt: Nee-gon-we-way-we-dun



[Clyde Bellecourt, Indian Activist](#) Detroit News, courtesy of Walter P. Reuther Library, Archives of Labor and Urban Affairs, Wayne State University

Clyde Bellecourt was born in 1939 in Minnesota. He was a part of the Ojibwe Nation. He was born and grew up on the White Earth Indian Reservation. The White Earth Indian Reservation was created by the United States government in 1867 because the government wanted to open land in Minnesota to White settlers. The United States put great pressure on the Ojibwe people to relocate to the reservation. Bellecourt's name was Nee-gon-we-way-we-dun, which means "Thunder Before the Storm." He was one of twelve children born to Charles and Angeline Bellecourt. His father had

fought in World War I (1914–18) and was injured. As a result, he was unable to work. The family lived in a small house and was very poor. _____

Bellecourt attended school, but he did not like it. He was angry that Indigenous people were not talked about respectfully and were typically described as violent. He quit school and could not find a job. He was then involved in robberies and was sent to jail for his crimes. _____

Bellecourt gave up hope in prison. He stopped eating. He thought he would die in prison. However, another prisoner gave him a book to read. The book was all about Ojibwe history. He became proud to be an Ojibwe and regained hope. _____

In prison, Clyde Bellecourt met another Ojibwe man, Dennis Banks. The two men created the American Indian Movement (AIM) in 1968 in Minnesota. Bellecourt's brother Vernon was part of this group, as were others. They founded AIM because they wanted to work to secure and protect the civil rights of Indigenous people. They did much of their work in Minneapolis, Minnesota. Another goal of AIM was to help stop racial profiling. Racial profiling happens when people are assumed to be guilty of a crime. This assumption is based on a person's race, color, or ethnicity. Racial profiling is discrimination. _____

Clyde Bellecourt: Founder of AIM



[Clyde Bellecourt by M Spencer Creative Commons Attribution 2.0 Generic license](#) via Wikimedia

In 1953, Congress ended its recognition of more than 100 Indigenous nations. This meant that the government stopped giving them money and stopped protecting their land. As a result, a large number of Indigenous people moved from reservations to the cities. In the cities they found a lack of educational opportunities. They also experienced racial profiling by the police. _____

The American Indian Movement (AIM) was created by Clyde Bellecourt and others in 1968. They created the group because they wanted to improve living conditions and work against discrimination toward Indigenous people. The organization, under Bellecourt's leadership, set up job training programs, educational programs, and youth centers. They worked to force the government to provide better housing for Indigenous people. They set up schools such as the Heart of the Earth Center for American Indian Education in Minneapolis, Minnesota. The center focused on Indigenous history and traditions. _____

One of the first things that AIM did was to organize a patrol. The job of the patrol was to watch for possible cases of police harassment and brutality against Indigenous Americans. People in the patrol took pictures, asked police for badge numbers, and monitored what police were saying using radio scanners. They did this to make sure that Indigenous people's rights weren't being violated. _____

AIM quickly became well known as a national force, and its membership grew. In the early 1970s, AIM participated in many protests. The group did this to make injustices public. AIM organizers wanted to draw attention to the federal government's history of broken promises to Indigenous Americans. _____

In 1972, AIM organized the Trail of Broken Treaties Protest. Hundreds of Indigenous Americans drove across the country in large groups. They began on the West Coast and drove to Washington, D.C. The group spoke up for Indigenous rights issues, including creating a separate government for Indigenous Americans, the return of lands to the Indigenous owners, and new treaties between the U.S. government and Indigenous nations. They also wanted the government to create a special agency in Washington, D.C. The purpose of the agency would be to rebuild Indigenous communities. When they got to Washington, D.C., they held a sit-in at a government office for a whole week. _____

President Richard Nixon took the protest seriously. He supported the rights of Indigenous nations to decide issues for themselves. Congress passed the Indian Self-Determination and Education Assistance Act of 1975. This reversed the 1953 termination policy and gave recognition and federal funding money to the nations. _____

In the 1990s, AIM split into two groups. Some of the members did not like Clyde Bellecourt's style of leadership. He and his brother Vernon were not allowed to stay in the group after they were accused of several crimes. These included working with the

U.S. government in secret and drug activity. The brothers said that they were innocent and that the charges against them were made up. _____

Clyde's brother Vernon became active in the fight to rename American sports teams. He convinced the National Collegiate Athletic Association (NCAA) to change the use of Indigenous American mascots during its tournaments in 2005. Two teams became known as the Cleveland Guardians and (in 2020) the Washington Commanders.

Bellecourt stayed active in fighting for the rights of Indigenous Americans. He tried to improve their lives and focused on the need for better education. A study in 2001 showed that only 15 percent of Indigenous children graduated from high school. Because of this, he called for changes in the Minneapolis schools. _____

Clyde Bellecourt remained active in the fight for the rights of Indigenous people until his death. He died in January 2022 at the age of 85. _____

Student Sources

Video: [Storied 1968: American Indian Movement](#) by the Minnesota Historical Society, YouTube

Clyde Bellecourt's Own Words

"This generation of children is the 7th generation. Not just Indian children but white, black, yellow, and red. Our grandfathers said that the 7th generation would provide new spiritual leaders, medicine people, doctors, teachers, and our great chiefs. There is a spiritual rebirth going on."—Clyde Bellecourt _____

"We're trying to convince people we're human beings and not mascots."—Clyde Bellecourt _____

Text sources:

<https://www.notablebiographies.com/Ba-Be/Bellecourt-Clyde.html>

<https://www.pbs.org/newshour/nation/american-indian-movement-leader-clyde-bellecourt-dead-at-85>

<https://www.history.com/topics/native-american-history/american-indian-movement-aim>

Bayard Rustin—Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Bayard Rustin work to secure and protect civil rights?
(Who or what motivated him to work for the equality of all?)
2. How did Bayard Rustin take action to secure and protect civil rights?
(Did he advocate, raise awareness, take legal action, participate in protests?)

On the space at the end of each paragraph, note the type evidence that is in the paragraph:

- Write a **“W”** if it shows why Bayard Rustin worked to secure and protect civil rights.
- Write an **“H”** if it shows how Bayard Rustin took action to secure and protect civil rights.

Bayard Rustin: Organizer and Collaborator



[Rustin](#) Warren K. Leffler, Public Domain, Wikimedia

Bayard Rustin was born in 1912 in Pennsylvania. His grandparents introduced him to the Civil Rights Movement as a child. His grandmother, Julia, was a member of the National Association for the Advancement of Colored People (NAACP). _____

The town where he grew up segregated its elementary school, library, and movie theater. Bayard Rustin spoke up against this segregation as a teenager. As a young

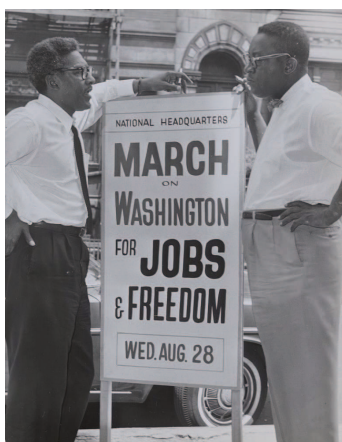
man, he moved to Harlem, New York. There were more opportunities for African Americans there. ____

While he was living in New York, Bayard Rustin learned that a man named Gandhi was using the strategy of nonviolent protest to help India win independence from Great Britain. Rustin became a strong believer in nonviolence. He believed it could help African Americans secure and protect civil rights in the United States. He began to travel across the United States to teach people about the strategy of nonviolence. He spoke at colleges and churches. He paid particular attention to African American youth groups. ____

As he worked to raise awareness about the strategy of nonviolence, he also took action against discrimination. In Chicago, he organized the boycott of a barber who refused to cut his hair because he was Black. In a Midwestern college town, he organized a boycott of a restaurant that refused to serve him. Bayard Rustin protested bus segregation as well. When he was traveling from Kentucky to Tennessee, he refused to sit in the back of the bus. He was arrested and beaten by police. Rustin also took action to help desegregate the military. ____

Bayard Rustin was a great organizer and teacher. One of the most important contributions that he made to the Civil Rights Movement was teaching people about nonviolence and how to use it to secure and protect civil rights. His work helped to make events like the Montgomery Bus Boycott, the Lunch Counter Sit-ins, and the March on Washington successful. ____

Bayard Rustin: Unsung Civil Rights Hero



[Rustin](#) (left) O. Fernandez,
Public Domain, Wikimedia

Bayard Rustin was involved in many events during the Civil Rights Movement. Yet, he was not always recognized for his work. Rustin was gay, and gay people were greatly

discriminated against in the United States at that time. Rustin was an important organizer of events in the Civil Rights Movement. _____

Rustin helped teach Dr. Martin Luther King, Jr., about nonviolence. Rustin organized the March on Washington, where Dr. Martin Luther King made his “I Have a Dream” speech. _____

It was difficult for Bayard Rustin to work because of the way some people in the U.S. thought about gay people. Some civil rights leaders did not want Rustin to receive credit for his work. He was criticized throughout his life, even after he organized some of the major civil rights events of the 1960s. Bayard Rustin was not ashamed to be gay. He lived his life as a gay man and did not hide who he was. He believed that all people deserved equal treatment. Later in his life, Rustin became more involved in the Gay Rights Movement of the 1980s. _____

Student Sources

Video: [Brother Outsider - The Life of Bayard Rustin](#) by California Newsreel, YouTube

Bayard Rustin’s Own Words

“Let us be enraged about injustice, but let us not be destroyed by it.”—Bayard Rustin

“If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society.”—Bayard Rustin _____

Text sources:

[Before Montgomery: Bayard Rustin and the Fight for Racial Justice During World War II | The National WWII](#)

[Museum | New Orleans](#)

[Bayard Rustin - Britannica](#)

[Bayard Rustin: Brother Outsider - Rustin.org](#)

Name: _____ Date: _____

Student Response Packet (Activist for the Civil Rights of Other Groups)

Task 1: Activist Research

After annotating and taking notes on your **Activist Research Packet** resources, use the information from those materials to answer the following questions:

1. Why did this activist work to secure and protect civil rights?

2. How did this activist take action to secure and protect civil rights?

Task 2: Historical Connections

Part 1: Describe the work of your activist in comparison to an earlier activist for civil rights.

Each of the people in the table below took action to secure and protect civil rights. Choose one person from this list and describe one relevant similarity and one relevant difference between their work and the work of your civil rights activist (for example, consider methods, goals, tools, jobs, experiences).

Note: This assessment is open-notebook. You can refer to your notes and handouts for the lessons below when writing your answer to this question.

Activist	Lesson #
Abraham Lincoln	Lessons 5–9
Carter Woodson or Tessie McGee	Lesson 13 Extension
Sharecropper (Budross, John Starling, Jack Fowler)	Lesson 12
Frederick Douglass	Lessons 2–4
William Lloyd Garrison	Lessons 2–4
Harriet Tubman	Lessons 2–4
John Brown	Lessons 2–4
Harriet Beecher Stowe	Lessons 2–4

3. How was the work of your activist and a historical activist similar?

4. How was the work of your activist and a historical activist different?

Part 2: Describe a relevant connection between your activist and the history of African American civil rights struggles from the 19th and 20th centuries.

Choose one of the vocabulary words from the table below. Use it to answer the question:

5. Why was the work of your civil rights activist necessary?

Key Term	Definition
exploit (v.)	to treat unfairly for gain or profit
discriminate (v.)	to treat a person or group unfairly or differently from other people or groups, for example, because of race, religion, age, disability, sex, or identity
segregate (v.)	to separate people of different races

Choose one of the items from the table below and answer the question:

6. How and why did this item make it possible for your activist to secure and protect civil rights?

Item	Definition
13th Amendment	ended slavery (the right to own human beings and steal their labor) in the United States
14th Amendment	provided equal protection under the law for all citizens
1st Amendment	provided freedom of speech and freedom of the press to all citizens
NAACP	the National Association for the Advancement of Colored People
15th Amendment	provided African American men with the right to vote
19th Amendment	provided women with the right to vote
Declaration of Independence	declared that all men are created equal and entitled to life, liberty, and the pursuit of happiness
Shepard Mallory, Frank Baker, and James Townsend	escaped to Union territory at the beginning of the Civil War

Exemplar—Student Responses

Rosa Parks–Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Rosa Parks work to secure and protect civil rights?
(Who or what motivated her to work for the equality of all?)
2. How did Rosa Parks take action to secure and protect civil rights?
(Did she advocate, raise awareness, take legal action, participate in protests?)

On the line at the end of each paragraph, note the type evidence that is in that paragraph:

- Write a **“W”** if it shows why Rosa Parks worked to secure and protect civil rights.
- Write an **“H”** if it shows how Rosa Parks took action to secure and protect civil rights.

Rosa Parks: More Than a Secretary



[Rosa Parks](#) National Archives, Public Domain, Wikipedia

Rosa McCauley Parks was born in Alabama in 1913. From an early age, Parks attended segregated schools. She saw school buses for White children going to one school and school buses for Black children going to another school. **W**

Parks knew what it meant to live in the Jim Crow South. She saw racism. She saw and experienced the way Black people were treated. As a child, the Ku Klux Klan marched through her town. Her father guarded the family's home out of the fear of the Klan. **W**

In 1943, Parks began working for the NAACP as a secretary. She was the only woman at the Montgomery branch. Women were not given many

opportunities to take on leadership roles, and Parks did not always feel like her work was respected. But she was determined to take action to secure and protect the civil rights of African Americans. **H**

In 1955, she attended a training in Tennessee for activists who wanted to work to end segregation. This training helped prepare her for December 1, 1955. On this day, she refused to give up her seat for a White passenger and move to the back of a segregated bus. Parks was arrested for this act of protest. Parks wanted to get arrested. By getting arrested, she could raise awareness of the problem of segregation. **H**

Four days after Parks was arrested, the Montgomery Improvement League (MIL) organized a boycott of Montgomery's buses. Seventy percent of the passengers on public buses in Montgomery were Black. They refused to ride the segregated buses. As a result of the boycott, the Montgomery bus company lost 30,000-40,000 fares per day. The bus boycott lasted for 381 days. The boycott caused major disruptions to businesses and the people of Montgomery. **H**

In 1956, the Montgomery Improvement League took legal action against the city of Montgomery. The MIL argued that bus segregation violated the 14th Amendment. In November 1956, the Supreme Court ruled that bus segregation was illegal, and Montgomery and all other places in the United States were ordered to stop segregating their buses. Many civil rights activists contributed to the success of the Montgomery Bus Boycott. Rosa Parks was an important part of the movement that helped secure and protect the civil rights of people in Montgomery. **H**

Rosa Parks: Mother of the Freedom Movement



[Rosa Parks](#) Schlesinger Library, Public Domain, Wikimedia

Rosa Parks became a symbol of the Civil Rights Movement because of her role in the Montgomery Bus Boycott. People began calling her “the mother” of the freedom movement.

Yet Parks's decision to become the face of civil rights in the 1950s was not always celebrated. Parks was a seamstress in Montgomery, Alabama. After her protest, she was fired from this job. She was threatened by people who did not want African Americans to protect and secure their civil rights. **W**

In 1957, Parks left Alabama and moved to Detroit, Michigan, with her husband. She spent decades working as a secretary to John Conyers, a Black congressman. She supported and participated in his efforts to advocate for the protection of the civil rights of all Americans. **H**

In 1992, Parks published an autobiography titled *My Story*. The book describes her work as a civil rights activist. *My Story* helps to raise awareness of the importance of working to secure and protect civil rights for all. **H**

Rosa Parks Day is celebrated in California and Missouri. In addition, Ohio, Oregon, and Texas all recognize December 1st, the day of her arrest.

Rosa Parks's Own Words

"I'd see the bus pass every day... But to me, that was a way of life; we had no choice but to accept what was the custom. The bus was among the first ways I realized there was a black world and a white world."—Rosa Parks **W**

"I did not want to be mistreated, I did not want to be deprived of a seat that I had paid for. It was just time...there was an opportunity for me to take a stand to express the way I felt about being treated."—Rosa Parks **H + W**

Question 1: Why did the activist work to secure and protect civil rights?

- Rosa Parks was discriminated against because she was African American.
- Rosa Parks attended segregated schools as a student in Alabama.
- Rosa Parks had to sit at the back of the bus and give her seat to White passengers.

Question 2: How did the activist work to secure and protect civil rights?

- Rosa Parks worked with the NAACP to protest segregation and discrimination against Black people.
- She refused to give up her seat on the bus to a White passenger and was arrested. This protest led to the Montgomery Bus Boycott and the Supreme Court's ending segregation on buses.
- Later, Parks wrote a book to share her story and encourage others to work to secure and protect civil rights.

Name: _____ Date: _____

Student Response Packet (Activist for African American Civil Rights)

Task 1: Activist Research

After annotating and taking notes on your **Activist Research Packet** resources, use the information from those materials to answer the following questions:

1. Why did this activist work to secure and protect civil rights?

2. How did this activist take action to secure and protect civil rights?

Task 2: Historical Connections

Part 1: Describe the work of your activist in comparison to an earlier activist for civil rights.

Each of the people in the table below took action to secure and protect civil rights. Choose one person from this list and describe one relevant similarity and one relevant difference between their work and the work of your civil rights activist (for example, consider methods, goals, tools, jobs, experiences).

Note: This assessment is open-notebook. You can refer to your notes and handouts for the lessons below in writing your answer to this question.

Activist	Lesson Number
Abraham Lincoln	Lessons 5–9
Carter Woodson or Tessie McGee	Lesson 13 Extension
Sharecropper (Budross, John Starling, Jack Fowler)	Lesson 12
Frederick Douglass	Lessons 2–4
William Lloyd Garrison	Lessons 2–4
Harriet Tubman	Lessons 2–4
John Brown	Lessons 2–4
Harriet Beecher Stowe	Lessons 2–4

3. How was the work of your activist and a historical activist similar?

4. How was the work of your activist and a historical activist different?

Part 2: Describe a relevant connection between your activist and the history of African American civil rights struggles from the 19th and 20th centuries.

Choose one of the issues from the table below. Use it to answer the question:

5. How and why did this issue make it necessary for your activist to take action to secure and protect civil rights?

Issue	Lesson #
Literacy tests and poll taxes	Lesson 19
Segregation (“separate but equal”)	Lesson 13
White supremacy	Lesson 14
End of Reconstruction (federal government leaves the South)	Lesson 12

Choose one of the items from the table below and answer the question:

6. How and why did this item make it possible for your activist to secure and protect civil rights?

Item	Definition
13th Amendment	Ended slavery (the right to own human beings and steal their labor) in the United States
14th Amendment	Provided equal protection under the law for all citizens
1st Amendment	Provided freedom of speech and freedom of the press to all citizens
NAACP	The National Association for the Advancement of Colored People
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19th Amendment	Provided women with the right to vote
Declaration of Independence	Declared that all men are created equal and entitled to life, liberty, and the pursuit of happiness
the Union victory in the Civil War	The Confederate States of America ends

Exemplar—Student Responses

Rosa Parks–Activist Research Packet

As you read the sources and quotes and watch the video in this packet, you will be looking for evidence to answer two questions:

1. Why did Rosa Parks work to secure and protect civil rights?
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Name: _____

Date: _____

Word Map

Directions: Explore this word for your personal dictionary. Use a bilingual dictionary, a thesaurus, and a partner. Prepare to share your findings!

word_____
definition**Represent the Word:**

Draw a picture or diagram to help you remember the meaning of the word.

**Word Forms:**

Write down or look up different forms of the word.

**Synonyms:**

Use a thesaurus to look up two words that are similar.

**Translanguage:**

Use a bilingual dictionary to translate the words and write them here.

Image sources: "[Sketch](#)" by Adrien Coquet, "[Puzzle pieces](#)" by shashank singh, "[Translate](#)" by Uswa KDT, "[Complement](#)" by Brandon Shields; all images via Noun Project, licensed under CC BY 3.0.