

Week of June 15-19

Grade: 7

Content: ELA

Learning Objective: Greetings 7th graders! We hope you are safe and well with your families! This week we are providing you with 5 engaging and informative readings from **Common Lit** to choose from. We are also providing you with ways to boost your important reading skills through on-line programs. Students with a device and access to the internet should spend time on these sites as well as work on Common Lit activities each week.

Common Lit Activities:

Text Title	Genre
Door to Freedom	Short Story
Jesse Owens	Informational Text
Plessy vs. Ferguson	Informational Text
Rosa Parks and the Montgomery Bus Boycott	Informational Text
Freedom Summer	Poem

Skills Activities: The following websites provide students with more practice with important reading skills. Only students at the identified schools have access to these sites. Directions for logging on are also in this folder.

School	Program
North, East, West, Plouffe	Amplify Reading
Ashfield, South, Davis	Power Up
Mrs. K Silva's classes at West Mrs. Holm's classes at West Mrs. Freschett's classes at West	READ 180

Name: _____ Class: _____

Door to Freedom

By Jacalyn McNamara
1982

In this memoir, Jacalyn Pauer describes her husband's experiences escaping a war torn Hungary and how he got his immigration papers to go to America. As you read, take notes what Pal experiences while trying to get his immigration papers.

A Note from the Editor: Hungary is a country in Eastern Europe that has been torn by invasions throughout the course of its long history. In 1956, the Hungarians revolted against their government, a communist government which had been supported by the Soviet Union. The Soviet government sent in armed forces to crush the rebellion. A group of Hungarians known as Freedom Fighters fought the Soviets but were defeated. Many of the Freedom Fighters were teenagers, and many died. Pal, the boy in this story, was one who survived. The story of Pal's struggle to come to America is true. Pal lives today in Oregon with his wife, who wrote this story.



"Kossuth Lajos utca - Károly (Tanács) körút sarok." by FOTO:FORTEPAN / Pesti Srác2 is licensed under CC BY-SA 3.0

- [1] At midnight on November 13, 1956, 15-year-old Pal hid among trees on the marshy bank of a canal.

The rat-tat-tat of gunfire shattered the silence. A red flare pierced the fog and arced over the swirling waters. In the darkness that followed, Pal slid down the concrete embankment and plunged into the icy current.

For three weeks war had swept across Hungary. Pal had transported food into the city of Budapest and helped treat the wounded. Now, with no hope of breaking through Soviet lines to reach his family, he was escaping to Austria to join the Freedom Fighters.

When Austrian police pulled him almost frozen from the waters, Pal thought the worst was over. Three days later, in the safety of an Austrian refugee compound,¹ he learned the sad truth. Soviet troops had sealed the Hungarian borders. The revolution was over, and he could never return to his homeland.

- [5] Alone, carrying only a gold watch given to him by his mother, Pal needed to find the one person in all of Austria he believed could help him. He remembered an address he had seen on letters from his grandfather's oldest friend, a man named Klaus. The old man, Klaus, welcomed Pal with sympathy.

"I cannot go home," Pal said. "What should I do?"

Klaus ran his hand across his balding head. "If I were a young man, I'd go to America. It's the land of the future. There, a man can be free. You should go to America."

1. a place for people forced to leave their country because of war

Klaus agreed to let Pal stay with him a few days to prepare for his long journey. The old man fed Pal and gave him some clothing—a summer jacket, shirt, and slacks. They were not nearly warm enough for the freezing temperatures, but they were better than the clothes Pal already had. Then Klaus arranged Pal's transportation to Vienna, the city where the American Embassy² was located.

Thousands of Hungarians thronged³ the entrance of the American Embassy. Families huddled together in the cold. Some had camped all night on the frosty sidewalk to be the first in line in the morning.

- [10] Pal joined the crowd to wait his turn. He stomped his feet, trying to keep warm. The lines inched forward. By six o'clock in the evening, Pal was still far back in the line when two marines closed the big doors. Cold and in despair, Pal returned to the home of his grandfather's friend.

"The Americans will take only a certain number of Hungarians," he told Klaus. "Today, I couldn't even get close to the doors. I will have to stay there until I can get in."

The next morning, Pal again bid a reluctant good-bye to his only friend in Austria. At the embassy the lines had grown. Would the quota⁴ be filled before he could even get in? He wondered. By nightfall, about two hundred people stood in line ahead of him. The marines closed the doors.

Pal had not eaten all day, and he shivered in the cold. A light snow fell around him. Pal knew he would freeze if he spent the night in wet clothes, so he asked directions to the nearest refugee compound, where he could sleep for the night.

He awoke the following day determined to get into the embassy. He sold his watch and ate a hearty breakfast before going to stand in line.

- [15] The line was longer than ever. Pal took his place and waited. Heavy snow blanketed the ground. By afternoon, frost had formed on his eyelashes. Pal clenched his numb hands. He needed something hot to drink. Reluctantly, he stepped aside and the long line closed in where he had stood.

Tea burned his lips but aroused⁵ his courage. There had to be another way into the embassy, he thought, and he had to find it.

Marines guarded the front doors all day. East of the building was a delivery area surrounded by a ten-foot railing. On the west side was a street. Storefronts faced the barred embassy windows. One set of concrete steps led to a basement section of the embassy.

Pal crept down the steps and touched the doorknob. He turned it. The door was not locked. He opened the door and stepped inside. Sawdust and varnish⁶ smells filled the warm air. Pal found himself standing in a wood-worker's shop. He saw men working along rows of workbenches.

A man turned to him. "What are you doing here?"

2. a residence that houses government officials from another nation

3. **Throng** (*verb*): to crowd an area

4. a limited number of something

5. **Arouse** (*verb*): to evoke or awaken something

6. a liquid applied to surfaces to make them shiny

[20] "I... I..." stammered Pal glancing around. At the end of a row of benches he noticed another stairway that he thought might lead to the embassy. "I must have taken a wrong turn." He rushed up the stairs, pushed through the door, and closed it with relief. The main hall of the embassy spread before him.

"Next," someone called, and the orderly rows of people moved forward. Pal got in line. Minutes later he was in the first processing station.

"Who is sponsoring you?" the secretary asked. He remembered that his grandfather had donated to the organization.

"International Rescue Committee," he answered.

"Here is their address. You must go there for papers, then return here to the embassy."

[25] His heart sank. He had managed to get in once; could he do it again?

The lines were short at the IRC. He returned that night to the compound with his papers. As he lay on the straw he dreamed of thousands of people frozen like icicles in the street.

In the morning, Pal took one look at the crowd waiting outside the embassy then turned down the side street. He hurried down the stairs and swallowed hard. Then he went through the door. "Gutten Tag," he greeted the workers in their own language, trying to look confident. They nodded in return. He moved slowly through the long rows of benches, then rushed up the stairs two at a time.

Later that day, he smiled at the marines as he left the embassy, clutching his immigration papers under his arm. In a few days, he would be on an airplane bound for America. But as he walked through the flocks of refugees, his triumph felt hollow. All of them shared the same dream, freedom in America. What could he do to help them?

A young boy stood by himself, his thin face hidden by his light jacket. Pal approached him. "I know a secret entrance," he whispered, "Follow me." He led the boy to the stairs. "Just walk through and say hello. Don't tell anyone else about it until you have your papers or they might lock the door." The boy nodded eagerly. Pal held out the remaining money from the sale of his watch. "Here, get something to eat, and good luck. Maybe we'll be neighbors in America."

"Door to Freedom" by Jacalyn McNamara. Reproduced by permission. For more information on this author, please visit: <https://jmcnamara.net/>

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement describes the main idea of the memoir?
 - A. Pal refused to give up on going to America, even when it looked like he would never get his immigration papers.
 - B. In order to discourage people from immigrating to America, the embassy made it difficult for people to get their immigration papers.
 - C. America is the best place for young people to start over if they have lost everything because of war.
 - D. It's not fair that Pal was able to get his immigration papers by breaking the rules, while most people had to wait in line.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "If I were a young man, I'd go to America. It's the land of the future. There, a man can be free. You should go to America." (Paragraph 7)
 - B. "By six o'clock in the evening, Pal was still far back in the line when two marines closed the big doors. Cold and in despair, Pal returned to the home of his grandfather's friend." (Paragraph 10)
 - C. "Tea burned his lips but aroused his courage. There had to be another way into the embassy, he thought, and he had to find it." (Paragraph 16)
 - D. "As he lay on the straw he dreamed of thousands of people frozen like icicles in the street." (Paragraph 26)

3. PART A: How does the author's account of refugees' experiences help us understand the journey to America as a refugee?
 - A. It emphasizes how difficult it was to enter the embassy and obtain papers to immigrate to America as a refugee.
 - B. It suggests that refugees needed a lot of money to afford to leave their country and make a new life in America.
 - C. It shows how embassy officials made it difficult for refugees to come to America on purpose because they didn't like immigrants.
 - D. It suggests that you needed special connections with people in the embassy to get to America.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "At the embassy the lines had grown. Would the quota be filled before he could even get in? He wondered." (Paragraph 12)
 - B. "Marines guarded the front doors all day. East of the building was a delivery area surrounded by a ten-foot railing." (Paragraph 17)
 - C. "Who is sponsoring you?" the secretary asked. He remembered that his grandfather had donated to the organization." (Paragraph 22)
 - D. "He led the boy to the stairs. 'Just walk through and say hello. Don't tell anyone else about it until you have your papers or they might lock the door.'" (Paragraph 29)

5. How do paragraphs 28-29 contribute to the development of ideas in the text?

Name: _____ Class: _____

Jesse Owens

By Shelby Ostergaard
2018

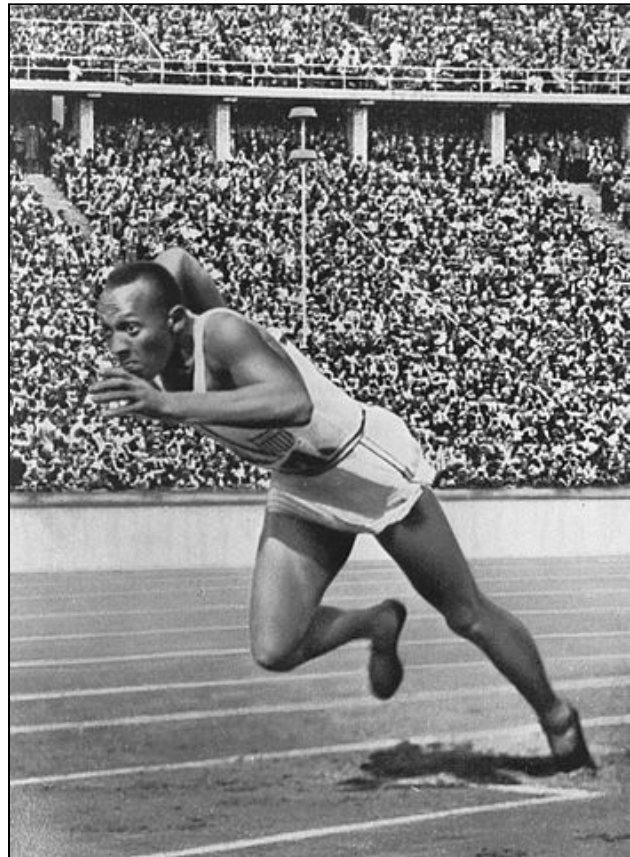
James Cleveland "Jesse" Owens (1913-1980) was an African American track and field athlete. Owens won four gold medals at the Summer Olympics in Germany in 1936. In this informational text, Shelby Ostergaard provides additional information about Owens' life and success in the Olympics. As you read, take notes on the challenges that Owens faced in sports and in life.

[1] Jesse Owens could run. He could run faster and jump longer than anyone in the world. But when he set out to prove this at the Summer Olympics in Berlin in 1936, no one wanted him there. No one wanted him running that race. He wasn't even welcome in the country, let alone the stadium. But Jesse Owens was an expert at overcoming hurdles and blazing his own path forward. He was determined to compete, no matter how many barriers were in his way.

Early Life

Jesse Owens was born on September 12, 1913, in the town of Oakville, Alabama, but he moved to Cleveland, Ohio, when he was nine. He was actually named James Cleveland Owens and nicknamed J.C. — but in Ohio, one of his teachers couldn't understand his thick Southern accent. She thought he called himself Jesse. It stuck.

His athletic career began at East Technical High School. He won three track and field events while competing in the 1933 National Interscholastic Championships. He went on to race for Ohio State University and was later nicknamed "The Buckeye Bullet," as Ohio is known as the Buckeye State. While at university, he matched one world record in the 100-yard dash and broke three others: the long jump, the 220-yard dash, and the 220-yard low hurdles. Owens was used to winning. He competed in 42 different collegiate events in 1935 and won all of them.



"Jesse Owens3" by Unknown is in the public domain.

Owens was a star track performer in college, but he also faced major challenges. His school did not offer scholarships for track and field, as the sport was not as well respected back then, so Owens had to work a series of jobs throughout college to pay for his tuition. In addition, the University did not allow Owens to live on campus because of his race. Owens, like many African Americans during this time period, was subject to racist treatment and was often discriminated against.

- [5] He would not let this deter¹ him, however, and continued to succeed on the track. Owens enjoyed running because, as he said, “it was something you could do by yourself, and under your own power.” It was this mindset that would lead him to the pinnacle² of athletics, where he would face even more challenges.

The Olympics

At the 1936 Summer Games, Jesse Owens became the first person ever in Olympic history to win four gold medals in track and field, claiming victory in the long jump, the 100-meter dash, the 200-meter dash, and as a member of the 4x100 meter relay. His feats remained unmatched until the 1984 Summer Olympics. But what Jesse Owens — the son of a sharecropper³ and the grandson of slaves — did was particularly special because of when and where he did it.

The 1936 Summer Olympics were the first to be broadcast on television and took place in Berlin, Germany, during a turbulent⁴ time. Fascism⁵ was spreading across Europe, and Germany’s Chancellor, Nazi leader Adolf Hitler, was at the center of it. International tensions were high. Europe was on the brink of World War II, which officially broke out three years after the Summer Olympics. People were terrified. But the games and the excitement surrounding them continued in spite of the impending war.

The reception Owens received in Berlin was cold. Hitler criticized the United States for including athletes of color and Jewish athletes on the roster. He believed that they were inferior to white athletes and could not believe that the United States had chosen people of diverse ethnicities to represent itself on the world stage. Owens was called racial slurs in public and was generally mistreated by the Berliners.

The heightened exposure of the games that broadcast television provided was exciting for Hitler; he believed it was a chance for favorable world news coverage of Nazi Germany. Hitler planned to use the Summer Olympics to prove his theories that “Aryans,” or white Europeans, were a superior race to all others. Jesse Owens’ success at the Olympics undermined this completely, proving that athletes of color were not in any way inferior to white athletes. Hitler was angered by Owens’ success. He stormed out of the stadium and refused to shake Owens’ hand. Instead of stories about German successes, the papers were filled with articles about Owens breaking records and Hitler’s overblown response to his wins. Both Owens’ medals and Hitler’s reaction catapulted Jesse Owens into international fame.

After the Olympics

- [10] But fame did not lead to post-Olympic success. Athletes didn’t come home to multi-million dollar endorsements deals then as they do now. Owens was only 22 when he became an international hero, but he never again competed as a traditional athlete. Owens found that there were many people willing to congratulate him on his success but few who would offer him a job. To earn money after the Olympics, Owens raced against cars and horses, and he even played for the basketball exhibition team, the Harlem Globetrotters.

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1. **Deter** (*verb*): to discourage someone from doing something
 2. the most successful point
 3. a farmer who gets a portion of the crop they harvest for a landowner
 4. **Turbulent** (*adjective*): characterized by conflict or disorder
 5. a political system characterized by a very powerful leader and state control of social and economic life

Despite his achievements as a national hero, Owens was still a black man in a deeply divided and racially segregated United States. He faced discrimination and aggression when he returned home. Even as a gold-winning Olympic athlete, he wasn't allowed to ride in the front of the bus. He couldn't use the front door to enter public buildings. He couldn't raise his family where he wanted. Jesse Owens wasn't invited to shake hands with Adolf Hitler after his biggest win, but he wasn't invited to shake hands with President Franklin Delano Roosevelt, either.

He eventually set up a public relations and marketing business in Chicago, Illinois, and traveled the country to speak at conventions and other business gatherings. He encouraged individual achievement, regardless of race, class, or creed.⁶ His speeches often called back to why he fell in love with running in the first place — it was something he could do himself without having to rely on others to allow him to do it.

Jesse Owens died in 1980 from cancer. His accomplishments continue to inspire even after his passing. It is difficult to achieve something that you have never seen someone else achieve. Before Jesse Owens, there were few black athletes whose success shown so bright. Jesse Owens was celebrated around the world and cheered on by people of every race. He did not let the opinions of anyone hold him back or stop him from running.

"Jesse Owens" by Shelby Ostergaard. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

6. the beliefs that a person lives by

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
 - A. Jesse Owens used his platform after his win at the Olympics to bring attention to how white and black athletes are treated differently.
 - B. Even after Jesse Owens returned from the Olympics, he continued to better himself as an athlete and compete.
 - C. When Jesse Owens returned from the Olympics, he demanded respect and to be treated like the hero he was.
 - D. Jesse Owens didn't allow the racial discrimination he faced at home or abroad to keep him from doing what he loved and succeeding at it.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "He would not let this deter him, however, and continued to succeed on the track. Owens enjoyed running...it was something you could do by yourself, and under your own power." (Paragraph 5)
 - B. "Instead of stories about German successes, the papers were filled with articles about Owens breaking records and Hitler's overblown response to his wins." (Paragraph 8)
 - C. "To earn money after the Olympics, Owens raced against cars and horses, and he even played for the basketball exhibition team, the Harlem Globetrotters." (Paragraph 9)
 - D. "He eventually set up a public relations and marketing business in Chicago, Illinois, and traveled the country to speak at conventions and other business gatherings." (Paragraph 11)

3. What is the author's main purpose in the text?
 - A. to show how the Olympic games have changed over time, specifically in the treatment of black athletes
 - B. to provide information about Jesse Owens' famous wins and the effect that they, and his attitude, had on others
 - C. to criticize the United States for disrespecting Jesse Owens in the past and not giving him the credit he deserved
 - D. to emphasize the discrimination that black athletes from all nations faced during the Olympic games

4. How do paragraphs 9-10 contribute to the development of ideas in the text?
 - A. They provide students with important historical information about segregation.
 - B. They prove that the United States wasn't impressed with Jesse Owens' win.
 - C. They emphasize how poorly Jesse Owens was treated, even as an Olympic winner.
 - D. They show how little the United States used to care about Olympic winners.

5. What is the relationship between Jesse Owens' attitude and his success as a runner?

Name: _____ Class: _____

Plessy vs. Ferguson

By Jessica McBirney
2017

In this informational text, Jessica McBirney discusses a landmark Supreme Court case known as Plessy v. Ferguson. The case challenged racial segregation in public areas in the late 19th century. As you read, take notes on what happened after the Plessy v. Ferguson decision.

[1] By 1896 the Civil War was over, and the amendments prohibiting¹ slavery and ensuring equal rights for all citizens had been part of the U.S. Constitution for more than 25 years. But racial tensions across the country were incredibly high, and African Americans continued to experience oppression² even though they were no longer slaves. 1896 was the year that the Supreme Court ruled on the case of Plessy v. Ferguson. In this case, the court determined that racial segregation in public areas was acceptable and legal, as long as the segregated facilities were "equal." This case cemented the racial tensions and segregation that were heightened during the decades after the Civil War, and it ensured that African Americans would face explicit³ and legal oppression for the next 60 years.



"At the bus station in Durham, North Carolina" by Jack Delano is in the public domain.

The Case

The case began in 1892 when a man named Homer Plessy purchased a first-class train ticket for a whites-only car in Louisiana. Plessy was one-eighth black by heritage, but in the state of Louisiana he was legally considered black. Two years earlier, the state of Louisiana passed a law requiring racial segregation of train cars. To protest the law, a group of concerned black, Creole, and white Louisiana citizens, called the Committee of Citizens, convinced Plessy to intentionally buy a ticket for a whites-only car. They expected push-back and wanted to challenge the law in court. As they predicted, the train company knew Plessy was coming and had him arrested almost as soon as he stepped into the car.

Plessy's case made its way through the Louisiana court system. His lawyers argued that the law mandating⁴ rail car segregation was unconstitutional because of the 14th Amendment, which ensured equal protection under the law for all citizens. Their opponent, the state of Louisiana, argued that the 14th Amendment only applied to nationwide laws, not state-specific laws. The courts all sided against Plessy, but he and his lawyers kept appealing until they made it to the Supreme Court.

1. **Prohibit (verb):** to formally forbid something by law
2. **Oppression (noun):** the state of being subject to unfair treatment or control
3. **Explicit (adjective):** stated clearly and in detail, leaving no room for doubt
4. an official order to do something

Supreme Court: A Final Verdict

Segregation was common across the country by the 1890s, not just in the South. Even Massachusetts segregated their public schools. It was clear that whatever the Supreme Court decided for Plessy's case, it would have profound⁵ and widespread consequences.

- [5] The argument used against Plessy became one of the most famous in American legal history. The state of Louisiana said that mandated segregation did not suggest that blacks were inferior to whites, because the whites-only train cars and the blacks-only train cars were of the same quality. They were equal. Looking at it that way, the segregated-train mandate did not violate the 14th Amendment's equal protection requirement. The train cars were "separate, but equal," and therefore it was constitutional.

The Supreme Court sided with the state of Louisiana and convicted Plessy. There was only one judge who disagreed. Justice John Marshall Harlan wrote an explanation of his dissenting⁶ vote, explaining how white Americans saw themselves in a position of power, even if they were technically "equal" with others. He believed it was wrong to undermine the 14th Amendment in this way, when the majority of the country had favored the new law. The law, he argued, was "inconsistent with the personal liberty of citizens, white and black, in that state, and hostile to both the spirit and letter of the constitution of the United States." He predicted that the Plessy decision would become one of the most infamous cases in Supreme Court history, and that it would set a precedent⁷ of segregation across the country.

Long-term Effects: Jim Crow

As it turns out, Justice Harlan was exactly right about the effects of the Plessy v. Ferguson decision. Laws that explicitly segregated the races could not be challenged in court anymore; the Supreme Court had given segregation the legal "okay," and states took advantage of this to establish segregation for decades to come. Although segregation occurred in northern states, especially in public school systems, it was most prevalent in the South. Laws that segregated blacks and whites came to be known as a Jim Crow laws.

Jim Crow touched every part of life. And although the Supreme Court case recognized Louisiana's segregated train cars as relatively equal in quality, this was not true for most segregated areas. Public schools for black children received less funding, less maintenance, and less teacher training. Things like colored bathrooms were poorly constructed and rarely cleaned. Despite this, states recognized them as "separate, but equal."

The Jim Crow laws also led to the disenfranchisement⁸ of African American voters. States passed laws requiring literacy or history tests, background checks, proof of land ownership, or other complex processes just to register to vote. Some states even held whites-only primary races to exclude candidates who might be popular among black voters.

- [10] The country may have been "equal" by the standards of Plessy v. Ferguson, but in reality, it was not equal at all.

5. **Profound** (*adjective*): very great or intense
6. to differ in opinion
7. something said or done that may serve as an example
8. the state of being deprived of a right or privilege, especially the right to vote

Overtured: **Brown v. Board of Education**

It was not until 1954, almost 60 years later, that the Supreme Court overturned⁹ its own decision from Plessy v. Ferguson in a new case, Brown v. Board of Education. Homer Plessy's original plan to fight legalized segregation was finally accomplished.

"Plessy vs. Ferguson" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

9. reversed

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement expresses the central idea of the text?
 - A. Plessy v. Ferguson was the first time that an African American challenged segregation and brought attention to the issue.
 - B. The decision of Plessy v. Ferguson made racial segregation more widely practiced and accepted in the United States.
 - C. While racial segregation continued after the decision of Plessy v. Ferguson, it was not upheld by the law.
 - D. The decision of Plessy v. Ferguson proved that both white and black citizens were largely against racial segregation.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "By 1896 the Civil War was over, and the amendments prohibiting slavery and ensuring equal rights for all citizens had been part of the U.S. Constitution for more than 25 years." (Paragraph 1)
 - B. "His lawyers argued that the law mandating rail car segregation was unconstitutional because of the 14th Amendment, which ensured equal protection under the law for all citizens." (Paragraph 3)
 - C. "He believed it was wrong to undermine the 14th Amendment in this way, when the majority of the country had favored the new law." (Paragraph 6)
 - D. "Laws that explicitly segregated the races could not be challenged in court anymore; the Supreme Court had given segregation the legal 'okay,' and states took advantage of this to establish segregation for decades to come." (Paragraph 7)

3. Which of the following describes the relationship between Jim Crow and Plessy v. Ferguson?
 - A. Jim Crow segregation laws compelled Plessy to protest segregated trains.
 - B. Jim Crow segregation laws were made possible by the Plessy v. Ferguson decision.
 - C. Plessy v. Ferguson hoped to end the segregation common during Jim Crow.
 - D. Plessy v. Ferguson made Jim Crow laws widely accepted, but not officially legal.

4. How does the author's discussion of Jim Crow help readers understand the consequences of racial segregation laws?
 - A. It emphasizes how African Americans had access to lower quality services and spaces, and more difficulty participating in voting.
 - B. It stresses that African Americans had to travel north if they wanted to avoid the discrimination present in the South.
 - C. It shows how many spaces were reserved for whites, while people of color were not allowed their own spaces.
 - D. It highlights how dangerous it was for African Americans to challenge Jim Crow laws in the South.

5. What does “separate, but equal” mean, and why is it important in the text?

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In the context of the text, how was racial segregation a result of prejudice? How do you think racial segregation continued to negatively impact African Americans throughout their lives? How do you think it would feel to be told that there are certain places you can't go based on your skin color?
2. In the text, supporters of segregation claimed that racial segregation was acceptable because the spaces and services blacks used were "separate, but equal" to those used by whites. Why was this not true? Is it possible to ever have "separate, but equal" spaces and services? Why or why not?
3. In the context of the text, how has America changed over time? What changes was Plessy v. Ferguson responsible for in America? How do you think America would have been different if the Supreme Court had ruled in favor of Homer Plessy? Do you think America would be different today? Why or why not?

Name: _____ Class: _____

Rosa Parks and the Montgomery Bus Boycott

By USHistory.org
2016

The Civil Rights Movement was a social movement that began in the mid 1950s and lasted until approximately 1968. This movement fought to end racial segregation and discrimination against African-Americans in the United States. The small moments of resistance by ordinary citizens is what created the foundation for this revolution. As you read, take notes on how civil rights activists were able to create change and how others resisted these positive changes.

- [1] On a cold December evening in 1955, Rosa Parks quietly incited a revolution — by just sitting down.

She was tired after spending the day at work as a department store seamstress. She stepped onto the bus for the ride home and sat in the fifth row — the first row of the “Colored Section.”

In Montgomery, Alabama, when a bus became full, the seats nearer the front were given to white passengers.

Montgomery bus driver James Blake ordered Parks and three other African Americans seated nearby to move (“Move y’all, I want those two seats,”) to the back of the bus.



"Rosa Parks being fingerprinted by Deputy Sheriff D.H. Lackey" by Associated Press is in the public domain.

- [5] Three riders complied; Parks did not.

The following excerpt of what happened next is from Douglas Brinkley’s 2000 Rosa Park’s biography:

“Are you going to stand up?” the driver demanded. Rosa Parks looked straight at him and said: “No.” Flustered, and not quite sure what to do, Blake retorted, “Well, I’m going to have you arrested.” And Parks, still sitting next to the window, replied softly, “You may do that.”

After Parks refused to move, she was arrested and fined \$10. The chain of events triggered by her arrest changed the United States.

King, Abernathy, Boycott, and the SCLC

At that time, a little-known minister named Martin Luther King Jr. had recently become a leader within the Dexter Avenue Baptist Church in Montgomery.

[10] Born and educated in Atlanta, King studied the writings and practices of Henry David Thoreau¹ and Mohandas Gandhi.² Their teaching advocated³ civil disobedience⁴ and nonviolent resistance to social injustice.

A staunch⁵ devotee of nonviolence, King and his colleague Ralph Abernathy organized a boycott⁶ of Montgomery's buses.

The demands they made were simple: Black passengers should be treated with courtesy. Seating should be allotted on a first-come-first-serve basis, with white passengers sitting from front to back and black passengers sitting from back to front. And African American drivers should drive routes that primarily serviced African Americans. On Monday, December 5, 1955 the boycott went into effect.

Montgomery officials stopped at nothing in attempting to sabotage the boycott. King and Abernathy were arrested. Violence began during the action and continued after its conclusion. Four churches — as well as the homes of King and Abernathy — were bombed. But the boycott continued.

King and Abernathy's organization, the Montgomery Improvement Association (MIA), had hoped for a 50 percent support rate among African Americans. To their surprise and delight, over 90 percent of the city's African Americans refused to ride the buses. People walked to work or rode their bikes, and carpools were established to help the elderly. The bus company suffered thousands of dollars in lost revenue.

[15] Finally, on November 23, 1956, the Supreme Court ruled in favor of the MIA. Segregated⁷ busing was declared unconstitutional. City officials reluctantly agreed to comply with the Court Ruling. The black community of Montgomery had held firm in their resolve.⁸ In the aftermath of the boycott, King said, "We came to see that, in the long run, it is more honorable to walk in dignity⁹ than ride in humiliation. So... we decided to substitute tired feet for tired souls, and walk the streets of Montgomery."

The Montgomery bus boycott triggered a firestorm¹⁰ in the South. Across the region, blacks resisted "moving to the back of the bus." Similar actions flared up in other cities. The boycott put Martin Luther King Jr. in the national spotlight. He became the acknowledged leader of the nascent¹¹ Civil Rights Movement.

With Ralph Abernathy, King formed the Southern Christian Leadership Conference (SCLC).

This organization was dedicated to fighting Jim Crow¹² segregation. African Americans boldly declared to the rest of the country that their movement would be peaceful, organized, and determined.

-
1. Henry David Thoreau (1817- 1862) was an American essayist, poet and supporter of ending slavery during the American Civil War.
 2. Mohandas Gandhi (1869-1948) was a leader in the Indian Independence Movement in British-ruled India and responsible for inspiring civil rights movements across the world.
 3. **Advocate (verb):** to publicly recommend or support
 4. "Civil disobedience" is the refusal to follow certain laws as a peaceful form of protest.
 5. **Staunch (adjective):** loyal and committed in attitude
 6. **Boycott (noun):** an act of refusing to use, buy, or deal with a person, organization, or country as a form of protest
 7. **Segregate (verb):** to separate groups of people based on race, religion, etc.
 8. **Resolve (noun):** firm determination to do something
 9. **Dignity (noun):** the quality of being worthy of honor or respect
 10. "Firestorm" refers to a large amount of anger and criticism
 11. **Nascent (adjective):** beginning to develop and showing signs of future potential

To modern eyes, getting a seat on a bus may not seem like a great feat. But in 1955, sitting down marked the first step in a revolution.

Rosa Parks and the Montgomery Bus Boycott by USHistory.org is licensed under CC BY 4.0.

12. "Jim Crow" refers to state and local laws enforcing racial segregation in the Southern United States.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text? [RI.2]
 - A. Rosa Park's decision to remain seated was the beginning of a movement of peaceful protests in the South.
 - B. The boycotts inspired by Rosa Parks remained contained in Montgomery.
 - C. Martin Luther King Jr. is ultimately responsible for the beginning of the Civil Rights Movement.
 - D. Rosa Parks did not intend to make a political or social statement when she refused to give up her seat on the bus.

2. PART B: Which detail from the text best support the answer to Part A? [RI.1]
 - A. "She was tired after spending the day at work as a department store seamstress." (Paragraph 2)
 - B. "King and his colleague Ralph Abernathy organized a boycott of Montgomery's buses." (Paragraph 11)
 - C. "The boycott put Martin Luther King Jr. in the national spotlight." (Paragraph 16)
 - D. "sitting down marked the first step in a revolution." (Paragraph 19)

3. PART A: What is the meaning of "incite" in paragraph 1? [RI.4]
 - A. To delay
 - B. To cause
 - C. To accelerate
 - D. To support

4. PART B: Which quote from the text best supports the answer to Part A? [RI.1]
 - A. "the seats nearer the front were given to white passengers." (Paragraph 3)
 - B. "bus driver James Blake ordered Parks and three other African Americans seated nearby to move" (Paragraph 4)
 - C. "Three riders complied; Parks did not." (Paragraph 5)
 - D. "The chain of events triggered by her arrest changed the United States." (Paragraph 8)

5. How does paragraph 15 contribute to the development of ideas in the text? [RI.5]

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How would you describe the actions of Rosa Parks and those who decided to boycott the buses in the South? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. In your opinion, what other forms of nonviolent protest could help create positive change in the world?

3. In the context of the text, what does it mean to be brave? Who exhibited bravery during the Montgomery bus boycotts?

4. In the context of the text, how do people create change? Why is it important to stand up for what you believe in? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

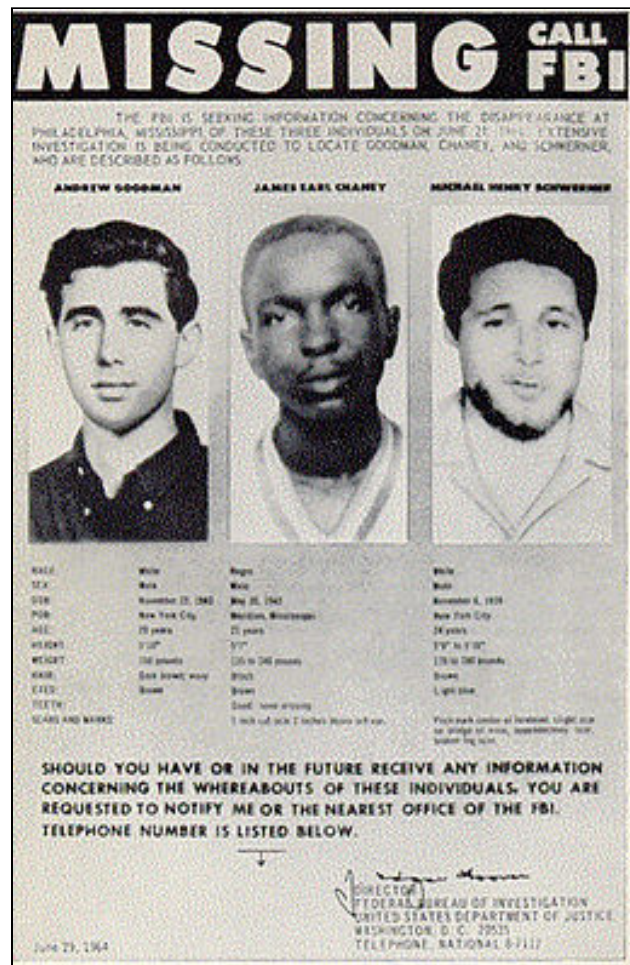
Name: _____ Class: _____

Freedom Summer

By J. Patrick Lewis
2013

*J. Patrick Lewis is an American poet and prose writer known for his children's poetry. This poem originally appeared in his 2013 book *When Thunder Comes: Poems for Civil Rights Leaders*. *Freedom Summer* was a volunteer campaign launched in Mississippi in June 1964 to register African American voters. During their volunteer work for *Freedom Summer*, Andrew Goodman, Michael Schwerner, and James Chaney went missing. In the following poem, Lewis speaks from Chaney's perspective to narrate the events that took place on that day. As you read, take notes on the poet's word choice and how it develops the tone of the poem.*

- [1] That day in June we stopped in Meridian, I reached in my pocket for the penny I called Hope. The Negro barber nodded, Y'all come back soon. In Longdale the KKK¹ had burned down Mount Zion Church. We had left the inferno when Sheriff Price ordered us into a cruiser for a shortcut to county jail. With the odor of pee running down my pant leg, Mickey whispered, Don't expect that one phone call, and he was right. They fed us potatoes, peas, poke salad, and spoon bread.
- [5] Our last supper. But once the Klan ambush was set up, the sheriff fined me \$20, and told us, Git gone for good. Then the whole thin shimmer of our lives evaporated like smoke in a fog. Armed with cone-hat conviction and long-necked persuaders, the Klan rode in for last rites² to the first rights of a gaunt³ trio. Flames licked the car as it sank under Bogue Chitto Swamp. After single shots to the heart had taken Mickey and Andrew, they'd saved three bullets for me. Freedom Summer is Forlorn⁴ Winter at the tag end of living. And just before they pitched our bodies into earthen graves on Old Jolly Farm, I remember that my hand was in my pocket. I could still feel Hope.
- [10]
- [15]
- [20]
- [25]



"FBI Poster of Missing Civil Rights Workers" by Federal Bureau of Investigation is in the public domain.

"Freedom Summer" from When Thunder Comes by J. Patrick Lewis. Copyright © 2013 by J. Patrick Lewis. Used with permission. All rights reserved.

1. The Ku Klux Klan is a white supremacy group that promotes the idea that white people are the superior race.
2. In Christianity, the last rites are the last prayers given to Catholics before death.
3. **Gaunt (adjective):** excessively thin, especially because of suffering or hunger
4. **Forlorn (adjective):** pitifully sad and abandoned or lonely

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the theme of the poem? [RL.2]
 - A. Hate and fear are powerful emotions that always lead to violence.
 - B. Fear of change can cause people to act in ways they normally wouldn't.
 - C. Even when change is met with violence, the ideals behind the change persist.
 - D. The law views everyone as equal, but groups may not.

2. PART B: Which detail from the poem best supports the answer to Part A? [RL.1]
 - A. "the sheriff fined me \$20, and / told us, Git gone for good." (Lines 13-14)
 - B. "Klan rode in for last rites to the first rights / of a gaunt trio." (Lines 18-19)
 - C. "Freedom Summer is Forlorn Winter at / the tag end of living." (Lines 23-24)
 - D. "I remember that my hand / was in my pocket. I could still feel Hope." (Lines 26-27)

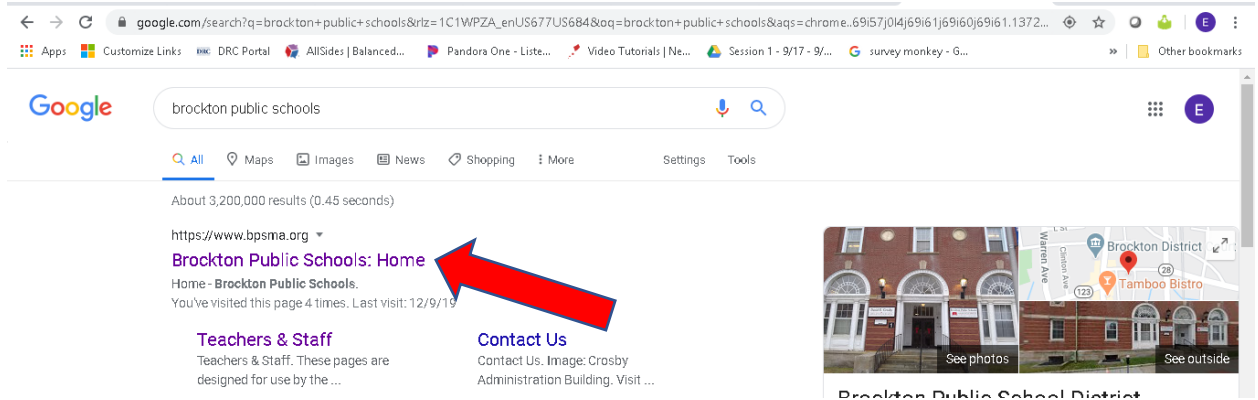
3. How do the lines "Then the whole / thin shimmer of our lives evaporated like / smoke in a fog" contribute to the depiction of the Freedom Summer volunteers (Lines 14-16)? [RL.4]
 - A. It portrays them as inherently good.
 - B. It portrays them as vulnerable.
 - C. It emphasizes how special they are.
 - D. It shows how brave they are in the face of death.

4. What is the impact of the speaker stating, "I could still feel Hope" in line 27? [RL.5]

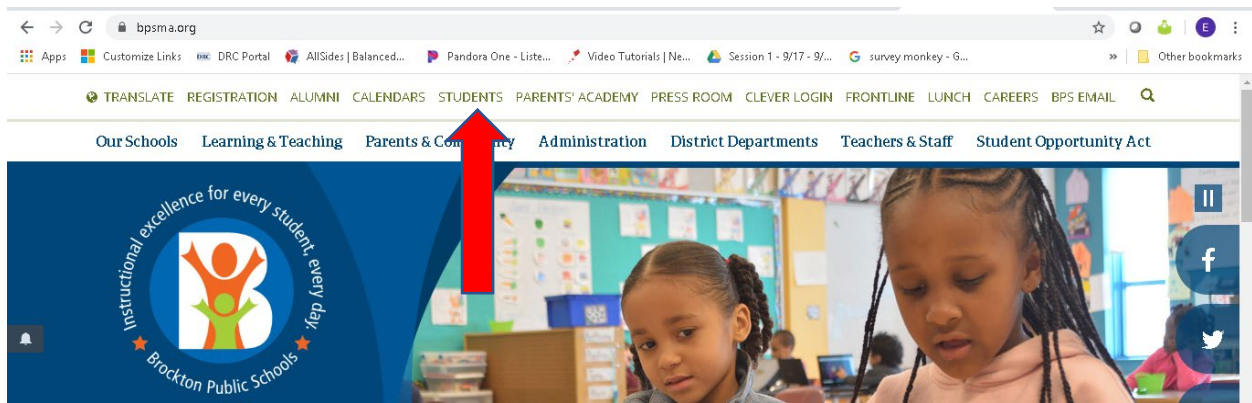
How to Log on to Power Up from Home

(For only Ashfield, South and Davis 6-8 students)

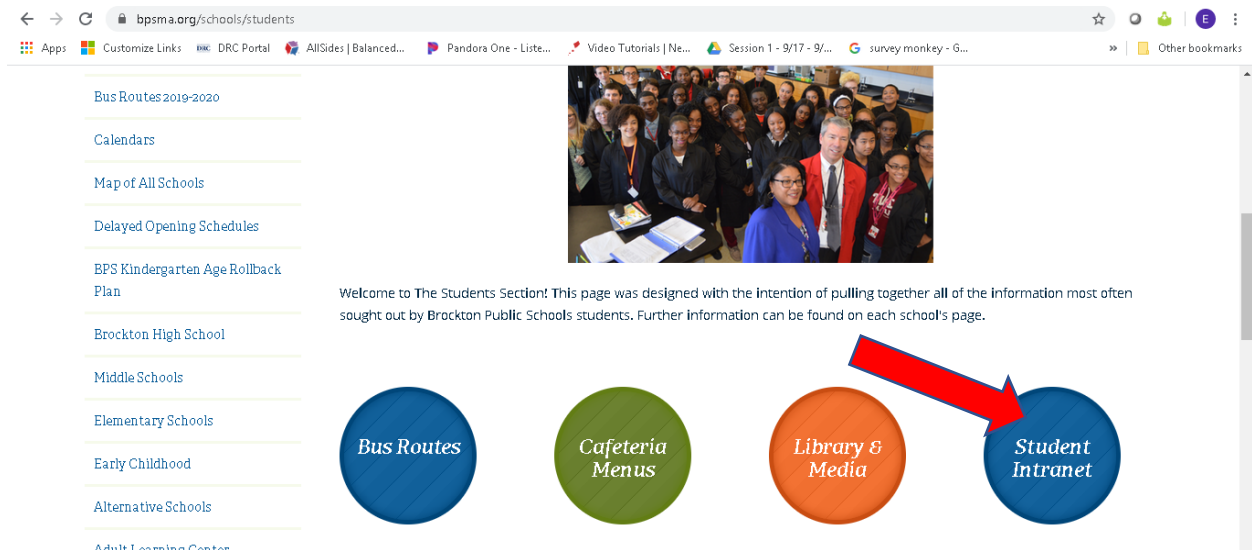
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.



Scroll to the bottom of the page and choose **Student Intranet**



Choose ELA

The screenshot shows the BPS Student Intranet Home page. The browser address bar displays 'studentintranet.bpsma.org'. The page features a red header with 'BPS Student Intranet' and links for 'Infinite Campus', 'Email', and 'BPS Website'. A left-hand navigation menu is visible, with 'Home' selected and 'ELA' highlighted by a red arrow. Below the menu, the main content area is titled 'Home' and contains four circular icons: 'Destiny' (a tree), 'Clever' (a blue 'C'), 'Infinite Campus' (a green circle with a white path), and 'Office 365' (an orange circle with a white 'O').

Choose Power Up

The screenshot shows the BPS Student Intranet ELA Resources page. The browser address bar displays 'studentintranet.bpsma.org/ela.html'. The page features a red header with 'BPS Student Intranet' and links for 'Infinite Campus', 'Email', and 'BPS Website'. A left-hand navigation menu is visible, with 'Home' selected and 'ELA' highlighted. Below the menu, the main content area is titled 'ELA Resources' and is divided into two sections: 'Middle School' and 'Elementary School'. The 'Middle School' section contains three circular icons: 'Imagine Learning' (a red and blue figure), 'Lexia PowerUp' (a blue circle with 'LEXIA POWER UP LITERACY' text), and 'Imagine Learning' (a red and blue figure). A red arrow points to the 'Lexia PowerUp' icon. The 'Elementary School' section contains two circular icons: 'Imagine Learning' (a red and blue figure) and 'Read, Write, Think' (a green and white circle with 'read write think' text).

Choose **Student** and log in with their **six-digit lunch number** for both the username and password.

The screenshot shows the Lexia PowerUp Literacy login page for Brockton Public Schools. The page features a blue background with a smiling young man wearing a hat and a plaid shirt. The Lexia PowerUp Literacy logo is prominently displayed. Below the logo, the text 'Brockton Public Schools' is visible. There are two tabs: 'Student' (selected) and 'Educator'. Below the tabs, there are two input fields: 'Username' and 'Password'. The 'Password' field has a 'Show' button next to it. At the bottom, there is a 'Log In' button.

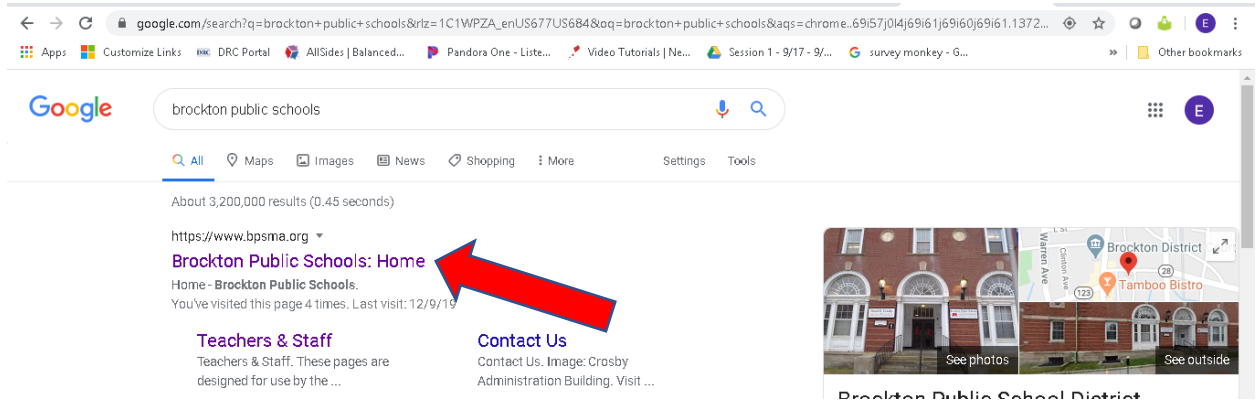
Students are urged to complete their word study minutes on Monday, Grammar minutes on Tuesday, Reading Comprehension on Wednesday and Thursday and the topic of their choice on Friday.

The image shows a dashboard with four vertical progress cards on a dark blue background. Each card has a colored header, a circular progress indicator at 0%, and a timer showing '35 min left'. Below the timer is the text 'your goal | 35 min'.

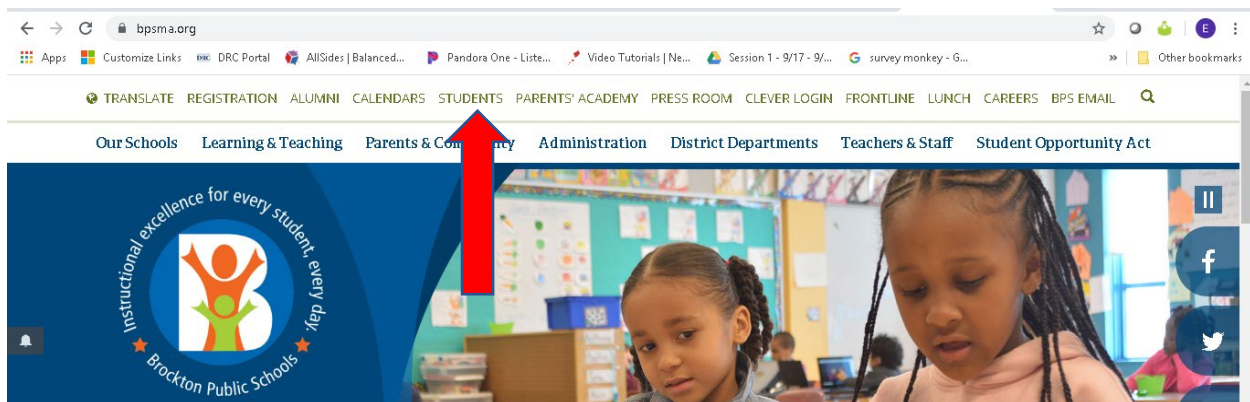
- Word Study** (Blue card): Header 'Word Study' with a lightning bolt icon. Progress indicator at 0%. Timer: 35 min left. Goal: your goal | 35 min. Icon: A collage of images including a globe, a person, and plants.
- Grammar** (Green card): Header 'Grammar'. Progress indicator at 0%. Timer: 35 min left. Goal: your goal | 35 min. Icon: A cartoon man thinking.
- Comprehension** (Orange card): Header 'Comprehension'. Progress indicator at 0%. Timer: 35 min left. Goal: your goal | 35 min. Icon: A cartoon scene with a girl and a boy.
- Your Progress** (Yellow card): Header 'Your Progress'. Progress indicator at 0%. Timer: 35 min left. Goal: your goal | 35 min. Icon: A trophy.

How to Log on to Clever from Home to Access Amplify READING Curriculum

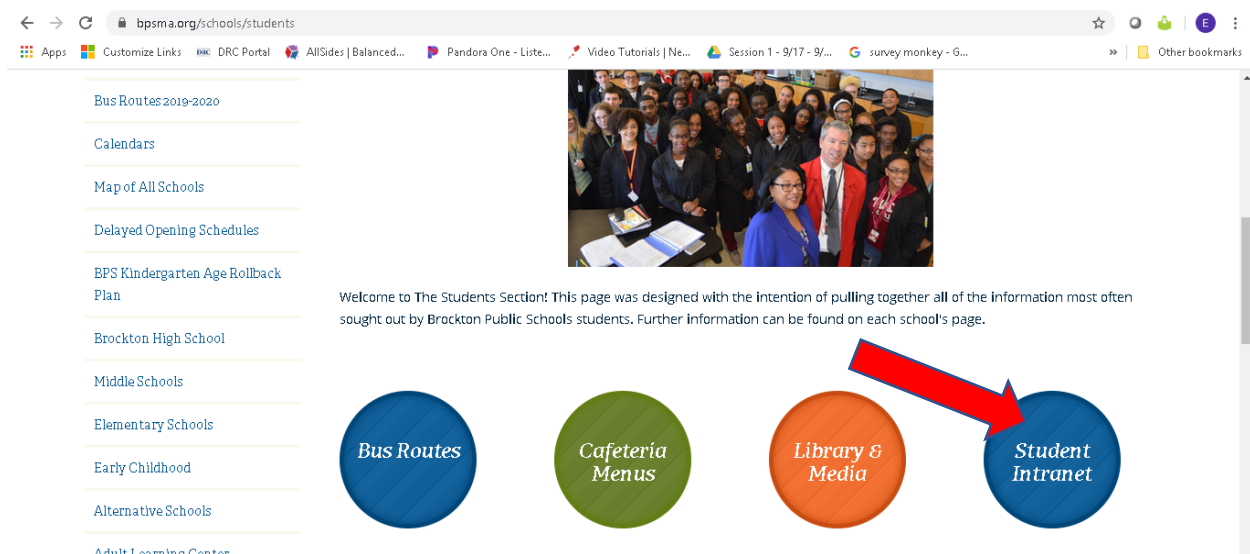
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students tab**.



Scroll to the bottom of the page and choose **Student Intranet**



Choose Clever.

The screenshot shows the BPS Student Intranet home page. The browser address bar displays "studentintranet.bpsma.org". The page header includes "BPS Student Intranet" and links for "Infinite Campus", "Email", and "BPS Website". A left sidebar lists navigation options: Home, ELA, Math, Reading, Science, Social Science, BPS Website, and Nutrition Survey. The main content area, titled "Home", features four large circular icons: "Destiny" (a tree), "Clever" (a blue circle with a white 'C'), "Infinite Campus" (a green circle with a white 'i'), and "Office 365" (an orange circle with a white 'O'). A red arrow points to the Clever icon.

Choose Amplify Curriculum

The screenshot shows the Clever portal for Brockton Public Schools. The browser address bar displays "clever.com/in/brockton/staff/portal". The page header includes the Clever logo, "Brockton Public Schools", a search bar, and a "Portal" link. A left sidebar lists navigation options: WHAT IS TRENDING..., ELA, MATH, SCIENCE, SOCIAL SCIENCE, At Home Resources, ENRICHMENT, STAFF DATA APPLICATIONS, and BPS HOME. The main content area, titled "WHAT IS TRENDING...", displays a grid of application icons. A red arrow points to the Amplify Curriculum icon, which is an orange square with the word "Amplify" in white.

Choose the hamburger menu in the top left corner.

The screenshot shows the Amplify ELA interface. The browser address bar displays "AmplifyELA > All Units". The page header includes the Amplify logo and "All Units". The main content area displays "8th Grade" with a dropdown arrow. A red arrow points to the hamburger menu icon (three horizontal lines) in the top left corner.

Click in "Go To My Account"

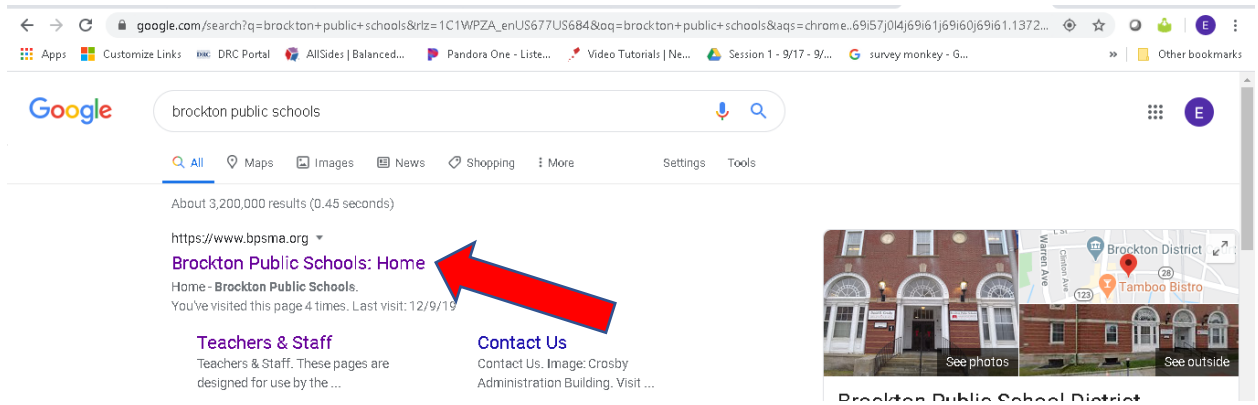
The screenshot shows the AmplifyELA user interface. At the top right, it says "AmplifyELA > All Units" and "8th Grade" with a dropdown arrow. On the left, a user profile dropdown menu is open, showing the user's name "Hello KELLY SILVA" and email "kellycoopersilva@bpsma.org". Below the name are "Log Out" and "Go To My Account" with a gear icon. A red arrow points to the "Go To My Account" option. Below the menu are icons for "Amplify ELA", "Tools", "Classwork", and "Library". The main content area shows two lesson cards: one with a colorful abstract illustration and another with a portrait of a man.

Click on Reading 6-8

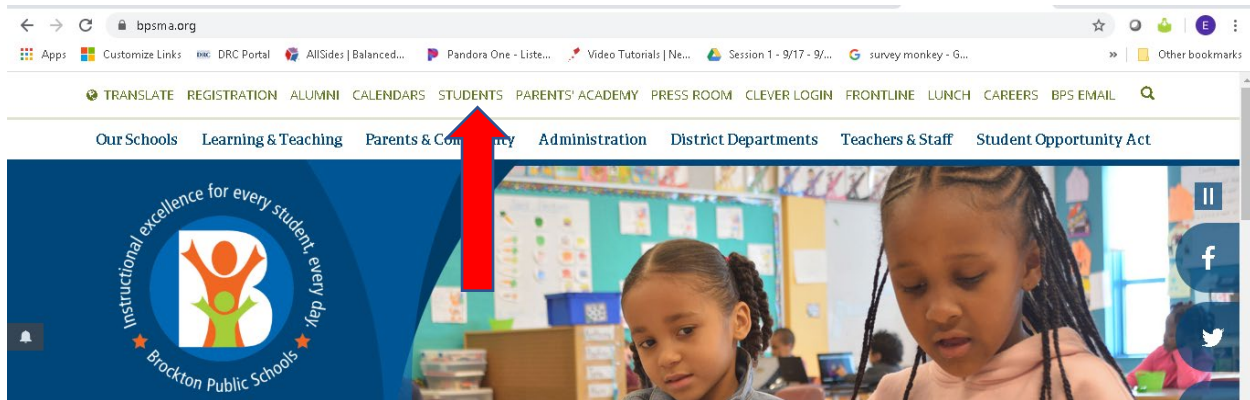
A close-up of a button labeled "Reading 6-8". The button has a rounded rectangular shape and a light gray background. On the left side of the button is a circular icon containing a stylized figure in a red hood. The text "Reading 6-8" is positioned to the right of the icon.

How to Log on to **READ 180** from Home

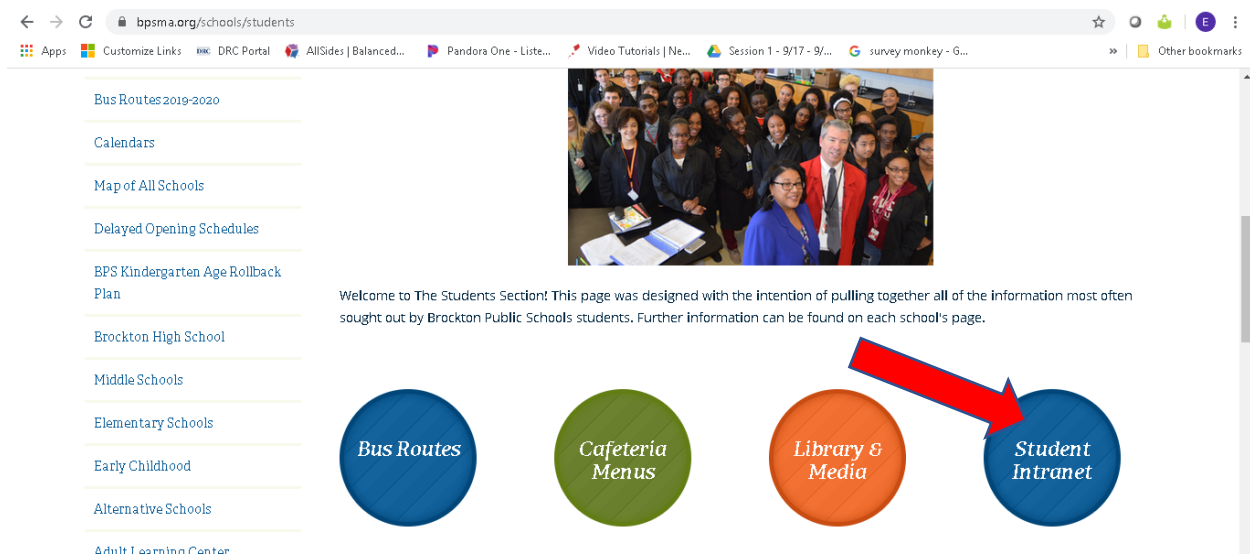
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.

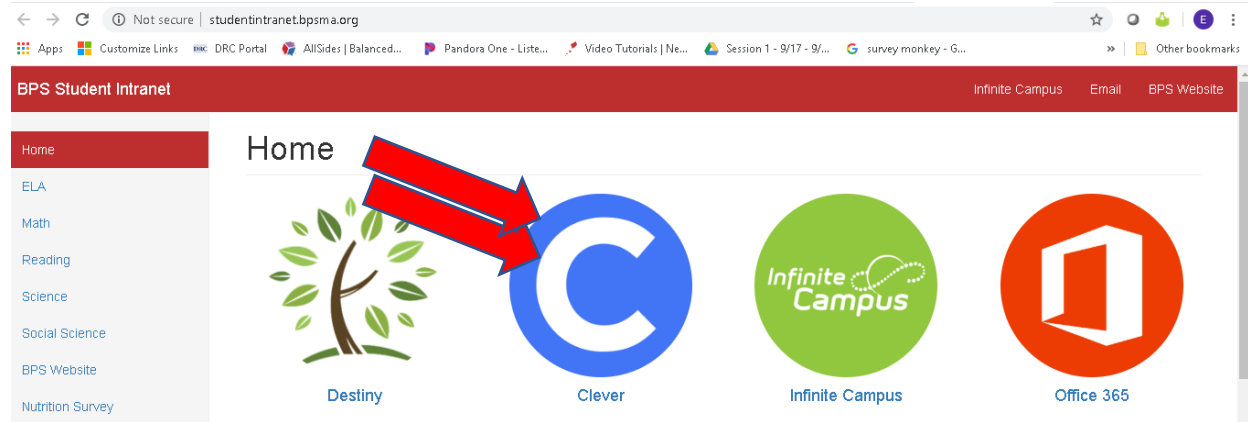


Scroll to the bottom of the page and choose **Student Intranet**

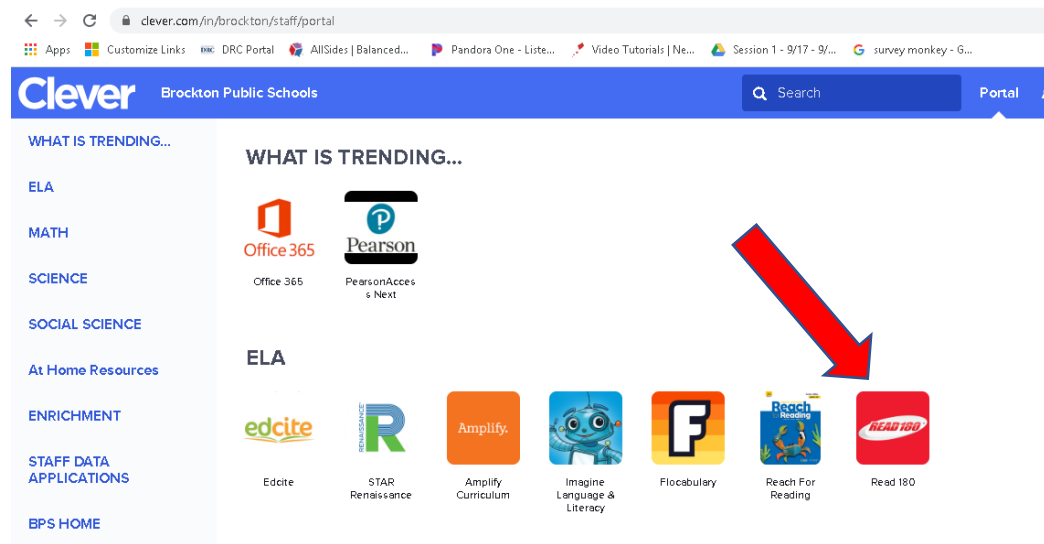


Choose **Clever**. Students will have to log on with their Username: 6-digit lunch number @bpsma.org and the password is their 8-digit birthday bps1920

Example: Username: 123456@bpsma.org Password: 06142007bps1920



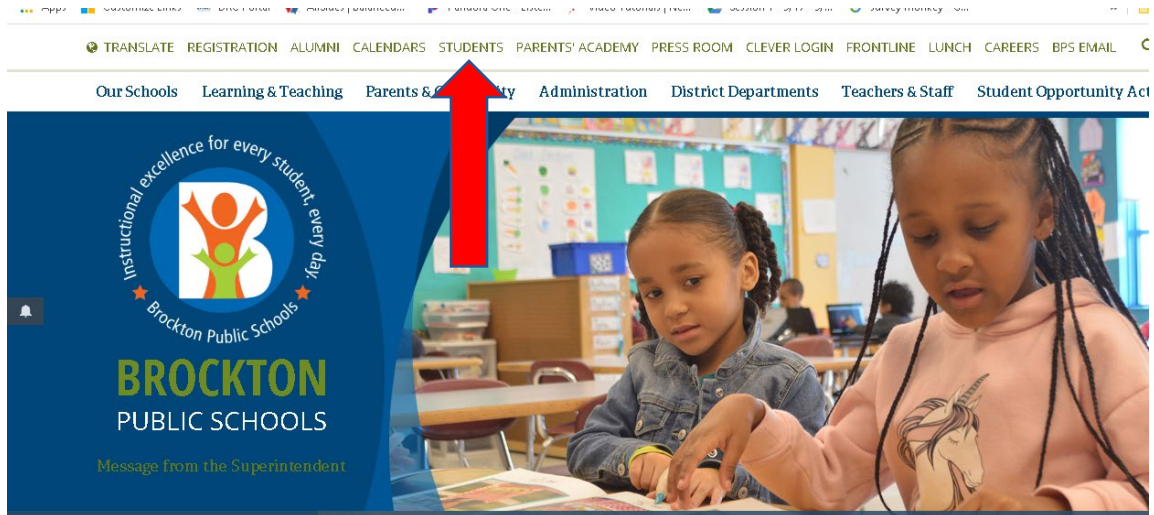
Choose **READ 180**



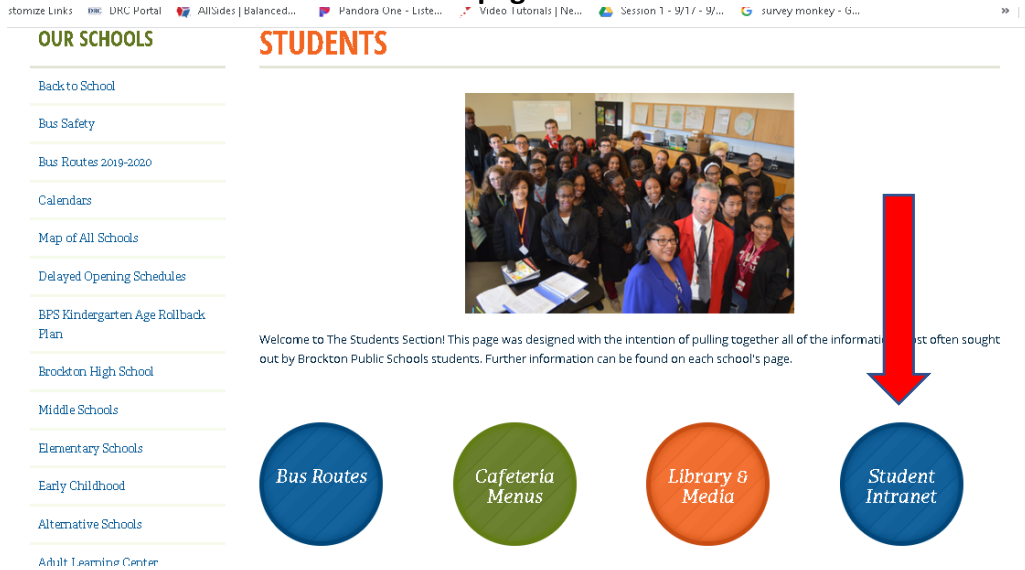
Log on with the username: 6-digit lunch number (123456) and the password: 6-digit lunch number followed by their first and last initials. (123456am)

Directions for Students to Access Common Lit. from Home

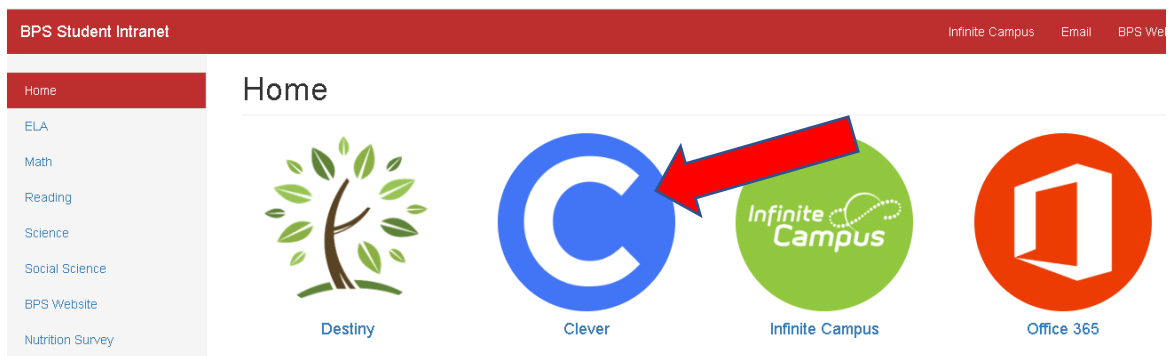
1. Go to the BPS website and choose Students.



2. Scroll to the bottom of the student page and choose the blue Student Intranet button.

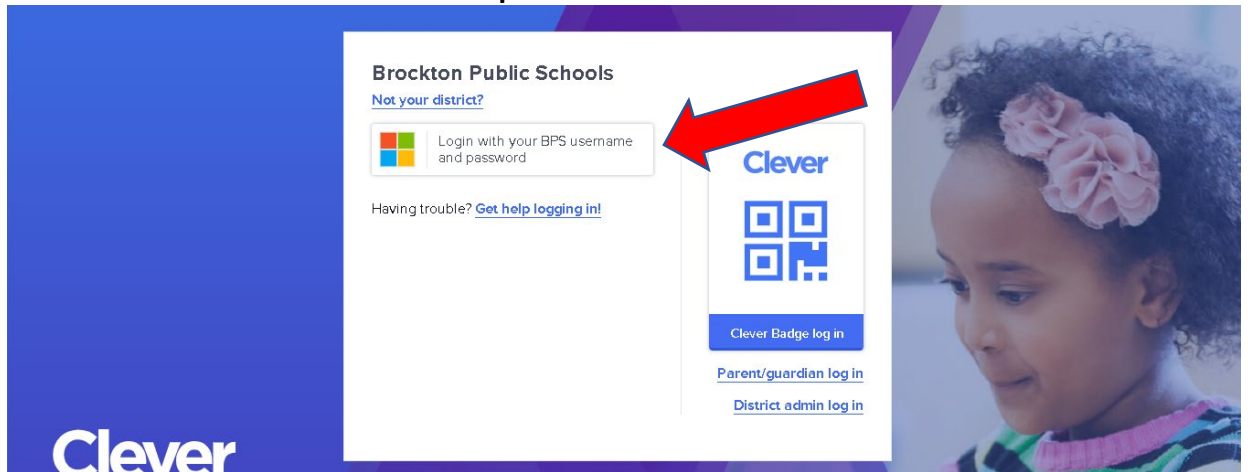


3. Choose the Clever button.



4. Log In with your BPS username and password. Your username is your 6-digit lunch number and your password is your 8-digit birthdaybps1920.

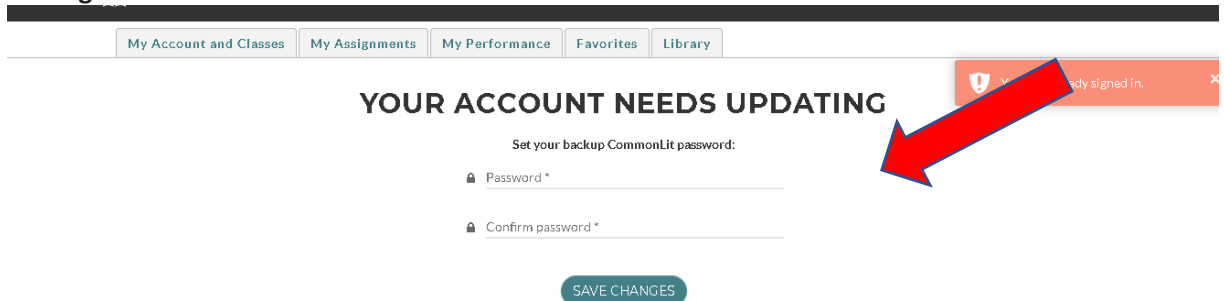
Example: password: 123456
 Username: 12052007bps1920



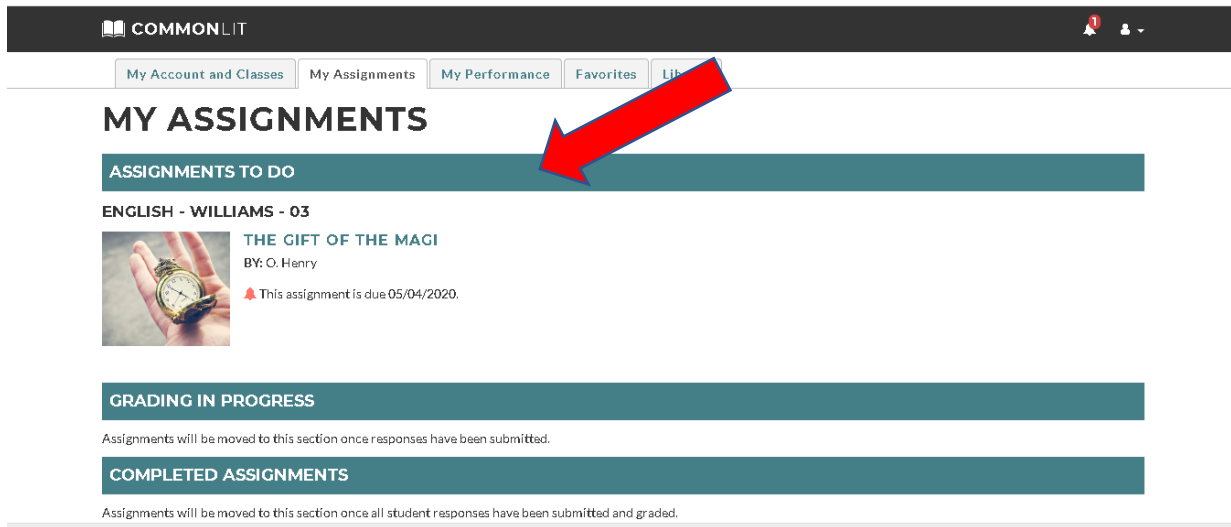
5. Choose the Common Lit app.



6. You will see "Your Account Needs Updating" will asked to set a backup password so you can access your account even in the case of a Clever outage or issue. You will never be asked to do that again.



7. Once you do that, you will be let into the Common Lit and you can do your assignment. Under the heading **ASSIGNMENTS TO DO**.




COMMON LIT

My Account and Classes My Assignments My Performance Favorites Lit

MY ASSIGNMENTS

ASSIGNMENTS TO DO

ENGLISH - WILLIAMS - 03



THE GIFT OF THE MAGI
BY: O. Henry

▲ This assignment is due 05/04/2020.

GRADING IN PROGRESS

Assignments will be moved to this section once responses have been submitted.

COMPLETED ASSIGNMENTS

Assignments will be moved to this section once all student responses have been submitted and graded.

Good luck!