

## Week of April 27- May 1

**Grade:** 8

**Content:** ELA

**Learning Objective:** Greetings 8<sup>th</sup> 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
The Story of Prometheus and Pandora's Box	Short Story
Ruthless	Short Story
The Power of 'Like'	Informational Text
Fear Prompts Teens to Act Impulsively	Informational Text
First They Came	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: \_\_\_\_\_

## The Sit-In Movement

By USHistory.org  
2016

*The Civil Rights Movement (1954-1968) was a social movement in the United States during which activists attempted to end racial segregation and discrimination against African Americans. This movement employed several different types of protests. As you read, identify the tactics that civil rights activists used to oppose racial segregation.*

- [1] By 1960, the Civil Rights Movement had gained strong momentum. The nonviolent measures employed by Martin Luther King Jr.<sup>1</sup> helped African American activists win supporters across the country and throughout the world.



*"5 - The U.S. Civil Rights Movement" by U.S. Embassy The Hague is licensed under CC BY-ND 2.0*

On February 1, 1960, the peaceful activists introduced a new tactic into their set of strategies. Four African American college students walked up to a whites-only lunch counter at the local Woolworth's store in Greensboro, North Carolina, and asked for coffee. When service was refused, the students sat patiently. Despite threats and intimidation, the students sat quietly and waited to be served.

The civil rights sit-in was born.

No one participated in a sit-in of this sort without seriousness of purpose. The instructions were simple: sit quietly and wait to be served. Often the participants would be jeered and threatened by local customers. Sometimes they would be pelted with food or ketchup. Protestors did not respond when provoked by angry onlookers. In the event of a physical attack, the student would curl up into a ball on the floor and take the punishment. Any violent reprisal would undermine the spirit of the sit-in. When the local police came to arrest the demonstrators, another line of students would take the vacated seats.

- [5] Sit-in organizers believed that if the violence were only on the part of the white community, the world would see the righteousness of their cause. Before the end of the school year, over 1500 black demonstrators were arrested. But their sacrifice brought results. Slowly, but surely, restaurants throughout the South began to abandon their policies of segregation.<sup>2</sup>

---

1. Martin Luther King Jr. (1929-1968) was an American Baptist minister and leader of the African-American Civil Rights Movement.  
2. **Segregation** (*noun*): the enforced separation of different racial groups

In April 1960, Martin Luther King Jr. sponsored a conference to discuss strategy. Students from the North and the South came together and formed the Student Nonviolent Coordinating Committee (SNCC). Early leaders included Stokely Carmichael<sup>3</sup> and Fannie Lou Hamer.<sup>4</sup> The Congress on Racial Equality (CORE) was a northern group of students led by James Farmer,<sup>5</sup> which also endorsed direct action. These groups became the grassroots<sup>6</sup> organizers of future sit-ins at lunch counters, wade-ins at segregated swimming pools, and pray-ins at white-only churches.

Bolstered<sup>7</sup> by the success of direct action, CORE activists planned the first freedom ride in 1961. To challenge laws mandating segregated interstate transportation, busloads of integrated black and white students rode through the South. The first freedom riders left Washington, D.C., in May 1961 en route to New Orleans. Several participants were arrested in bus stations. When the buses reached Anniston, Alabama, an angry mob slashed the tires on one bus and set it aflame. The riders on the other bus were violently attacked, and the freedom riders had to complete their journey by plane.

New Attorney General Robert Kennedy ordered federal marshals to protect future freedom rides. Bowing to political and public pressure, the Interstate Commerce Commission<sup>8</sup> soon banned segregation on interstate travel. Progress was slow indeed, but the wall between the races was gradually being eroded.

*The Sit-In Movement by USHistory.org is licensed under CC BY 4.0.*

- 
3. Stokely Carmichael (1941-1998) was a prominent activist during the Civil Rights Movement, and was a leader of several groups in support of the rights of black people.
  4. Fannie Lou Hamer (1917-1977) was an activist for civil rights and African-American voting rights.
  5. James Leonard Farmer Jr. (1920-1999) was a civil rights activist and a leader in the Civil Rights Movement, working alongside Martin Luther King Jr.
  6. "Grassroots" are the most basic level of an activity or organization, relying on local support and volunteerism to effect change. Grassroots tactics include fundraising, registering voters, and merely encouraging political conversations among the public
  7. **Bolster** (*verb*): to support or strengthen
  8. The Interstate Commerce Commission regulates railroads and common carriers, such as interstate bus lines, to prevent rate discrimination.

## Text-Dependent Questions

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

1. PART A: Which statement best identifies the central idea of the text?
  - A. Despite the violence civil rights activists endured, the sit-in movement influenced desegregation and inspired other protests.
  - B. Civil rights activists did not believe the sit-in movement would reverse segregation, but they wanted to draw nationwide attention to racial prejudice in the South.
  - C. Although Dr. Martin Luther King, Jr. and other civil rights activists used nonviolent means of resistance, they were considered weak by white racists.
  - D. The sit-in movement was a brave attempt to end segregation in the South, but it was not as effective as the freedom riders.
  
2. PART B: Which quote from the text best supports the answer to Part A?
  - A. "In the event of a physical attack, the student would curl up into a ball on the floor and take the punishment." (Paragraph 4)
  - B. "But their sacrifice brought results. Slowly, but surely, restaurants throughout the South began to abandon their policies of segregation." (Paragraph 5)
  - C. "Sit-in organizers believed that if the violence were only on the part of the white community, the world would see the righteousness of their cause." (Paragraph 5)
  - D. "Bowing to political and public pressure, the Interstate Commerce Commission soon banned segregation on interstate travel." (Paragraph 8)
  
3. PART A: What is the meaning of "reprisal" in paragraph 4?
  - A. attention
  - B. behavior
  - C. movement
  - D. retaliation
  
4. PART B: Which detail from paragraph 4 best supports the answer to Part A?
  - A. "without seriousness of purpose"
  - B. "jeered and threatened by local customers"
  - C. "Protestors did not respond when provoked"
  - D. "police came to arrest the demonstrators"

5. How does paragraph 7 contribute to the development of ideas 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. Consider other forms of protesting, such as marching and rioting. In your opinion, are sit-ins the most effective form of protest? Why or why not?
2. What forms of protest do you see occurring today? In your opinion, is it more common to see violent or peaceful protests?
3. In the context of the article, how do people create change? What was required of civil rights activists in order to achieve their goals? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. Why does promoting equal rights promote peace? Do you believe that the protestors of the sit-in movement were successful in promoting peace?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Malcolm X

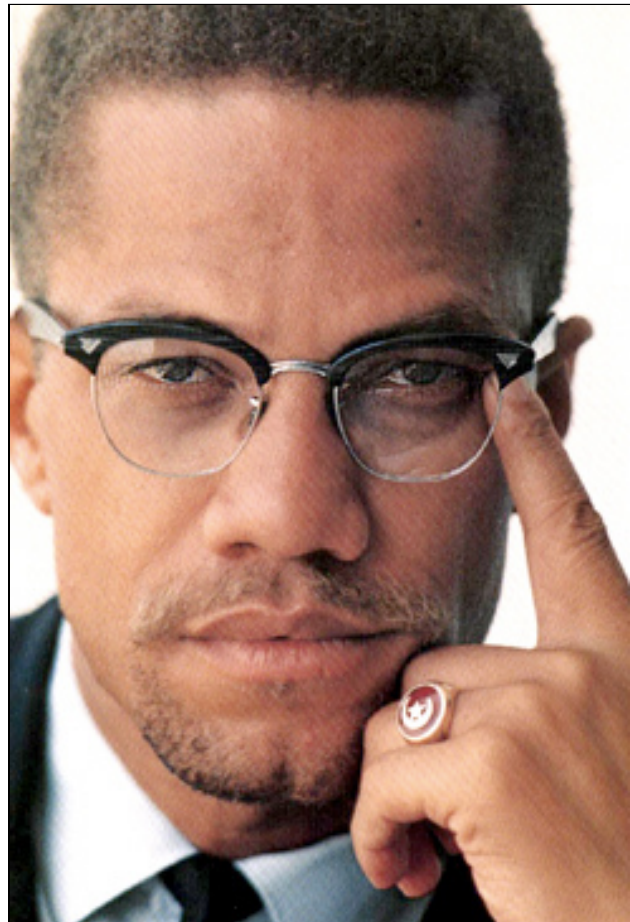
By Barrett Smith  
2017

*Malcolm X was an African American Muslim minister and civil rights activist. His contributions to the Civil Rights Movement and the enthusiasm with which he pursued rights for African Americans continue to be admired today. In this informational text, Barrett Smith discusses Malcolm X's life and his various contributions to the Civil Rights Movement. As you read, take notes on what Malcolm X's goals were as an activist, and how his goals changed throughout his life.*

[1] Malcolm X was one of the most prominent, controversial, and influential leaders of the Civil Rights Movement. As a spokesperson for the Nation of Islam,<sup>1</sup> he spread their message of black pride, a free black nation, and the need for a revolution against racism to thousands. Through the best-selling book *The Autobiography of Malcolm X: As Told to Alex Haley* and the 1992 Hollywood film *Malcolm X*, he became a cultural icon for his importance in the Civil Rights Movement.

## Early Life

Malcolm X was born Malcolm Little in Omaha, Nebraska, on May 19, 1925. His father was a Baptist minister who was known for speaking up about civil rights for African Americans. Because of his father's activism, the family received death threats from white supremacist<sup>2</sup> groups like the Ku Klux Klan<sup>3</sup> and the Black Legion.<sup>4</sup> They had to move twice before Malcolm turned four to hide from these groups. Despite their efforts to escape trouble, their house was burned down when Malcolm was four years old, and two years later his father's lifeless body was discovered lying on trolley tracks. The police ruled that both were accidents, but Malcolm and his family believed the Black Legion had murdered his father. Malcolm's mother suffered an emotional breakdown shortly after her husband's death and was placed in a mental institution. Malcolm and his siblings were split up into different foster homes and orphanages.



*"malcolm x" by Ricardo Cardenas is licensed under CC BY-SA 2.0.*

1. an African American political and religious organization
2. an advocate of the supremacy of a particular group, especially one determined by race or sex
3. one of the oldest and most infamous hate groups in America, known for promoting the belief that white people are superior to other races
4. a secret terrorist group that was originally a part of the Ku Klux Klan

Malcolm was one of a very small number of African American students at the high school he attended. He overcame this obstacle and his tragic past and excelled in school. He was, by then, already a charismatic<sup>5</sup> person and very good at speaking to people. These skills would serve him well in the future. His classmates voted him class president. But, in spite of his success, when Malcolm told his class that he wanted to be a lawyer, his teacher told him that his dream was unrealistic. He suggested that he think about carpentry, a job that he thought was more suited for a black man. Malcolm felt that there was no point in going to school if he could not work toward his dreams, and he dropped out the next year.

He went to live with his sister in Boston where he worked a number of different jobs, from shining shoes to working in a kitchen on a train. Through these jobs and nightlife on the streets, he was introduced to a world of crime. He was arrested in 1946 for robbery and sentenced to ten years in prison.

## Nation of Islam

- [5] While he was in prison, Malcolm decided to continue his education by reading a lot of books. His brother, Reginald, regularly visited and told him about a religious group called the Nation of Islam (NOI), headed by the spiritual leader, Elijah Muhammad. Malcolm started to study Elijah Muhammad's teachings. The NOI was a Muslim group, but they differed from traditional Muslim organizations because of their emphasis on black pride and empowerment.

After seven years, Malcolm was released from prison in 1952. By then, he was a devoted follower of the NOI and had changed his name from Malcolm Little, which he called his "slave" name, to Malcolm X. The "X" would represent the tribal name of his ancestors, lost over generations of African American slavery. Just like in high school, Malcolm was articulate and smart, and so he was appointed the national spokesperson of NOI. Malcolm worked hard, created a newspaper called *Muhammad Speaks*, and talked about the NOI on the radio and television. He also helped open new mosques for members of the NOI to worship in different cities around the country. Because of Malcolm's work, membership in the NOI increased from 500 people in 1952 to 30,000 people in 1963.

Malcolm became very famous, arguably even more famous than his teacher Elijah Muhammad. One of his most famous sayings is that black people would have a revolution "by any means necessary," which meant even violence. Though Malcolm did not agree with Martin Luther King, Jr. — another popular civil rights leader of the time — and his philosophy of nonviolence, he encouraged people only to use violence for self-defense. He did not think people should allow themselves to be attacked and killed for the sake of being respectable and keeping the peace.

## Break with the NOI

In 1963, Malcolm found out that Elijah Muhammad had fathered children from outside his marriage. Malcolm had loyally followed all of Elijah Muhammad's teachings, and felt disappointed and betrayed by Elijah Muhammad's actions. The tensions in his relationship with Elijah Muhammed were growing. Shortly after this, Malcolm X got a lot of attention for an insensitive comment he made about President Kennedy's assassination. Elijah Muhammad "silenced" Malcolm for 90 days. This was the last straw for Malcolm. He decided to leave the NOI and start his own group called Muslim Mosque, Inc.

---

5. **Charismatic (adjective):** the ability to attract the attention and admiration of others



That same year, he went on a long trip through North Africa and the Middle East and made a pilgrimage to Mecca.<sup>6</sup> He met a lot of different people on his trip and learned a lot about Islam and the fight against colonialism. He was able to connect his fight for civil rights back home with a global struggle. He embraced socialism and pan-Africanism<sup>7</sup> and converted to Sunni Islam. He changed his name again to El-Hajj Malik El-Shabazz. He also met a lot of white people that he considered brothers and allies in the fight for civil rights, and he returned to the United States with a different attitude. Now he was more hopeful about the future and believed that racial integration<sup>8</sup> was possible.

## Death & Legacy

[10] Malcolm was unable to make much progress in fighting for his new beliefs because the NOI targeted him for assassination. His home was firebombed with his four daughters inside, but luckily they were able to escape unharmed. They tried again that same year, and on Feb. 21, 1965, three gunmen rushed on stage while Malcolm was giving a speech and shot him 15 times. 1500 people attended his funeral, and his friends took the shovels away from gravediggers to honor him by burying him themselves.

Right after his death, the media ignored Malcolm's recent change of beliefs and his contributions to the Civil Rights Movement. They portrayed him as a violent troublemaker who hated white society. Later that year, *The Autobiography of Malcolm X: As Told to Alex Haley* was published, and people started to understand the racism Malcolm lived through in America, his spiritual journey, and his importance to the Civil Rights Movement. Malcolm X was one of the most well-known leaders of his time who spread the message of black pride and a revolution against racism.

*"Malcolm X" by Barrett Smith. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.*

---

6. a religious journey to Mecca, the most holy city for Muslims  
7. the idea or advocacy for the political alliance or union of all African nations  
8. the bringing together of people of different races

## Text-Dependent Questions

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

1. PART A: Which of the following identifies one of the central ideas of the text?
  - A. Malcolm X's violent approach to combating racism made him largely unpopular with both black and white Americans.
  - B. Malcolm X provided a powerful voice to the Civil Rights Movement, but was never able to accept Martin Luther King, Jr.'s goal of racial integration.
  - C. Malcolm X's positive contributions to the Civil Rights Movement continue to be overshadowed by his promotion of violence today.
  - D. Malcolm X's passionate beliefs and support of violence when necessary made him a controversial figure for many people during the Civil Rights Movement, despite his many contributions.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Because of Malcolm's work, membership in the NOI increased from 500 people in 1952 to 30,000 people in 1963." (Paragraph 6)
  - B. "One of his most famous sayings is that black people would have a revolution 'by any means necessary,' which meant even violence." (Paragraph 7)
  - C. "He also met a lot of white people that he considered brothers and allies in the fight for civil rights, and he returned to the United States with a different attitude." (Paragraph 9)
  - D. "Malcolm was unable to make much progress in fighting for his new beliefs because the NOI targeted him for assassination." (Paragraph 10)
  
3. PART A: How did Malcolm's views on civil rights change throughout his life?
  - A. Malcolm X's beliefs shifted to be more accepting of the opinions and help of white civil rights activists.
  - B. Malcolm X's beliefs became more driven by violence as he continued to encounter death threats for his activism.
  - C. Malcolm X's beliefs focused exceedingly on separatism toward the end of his life, as he didn't believe white and black people could live peacefully together.
  - D. Malcolm X's beliefs shifted to focus on nonviolent forms of protests, as he grew more inspired by Martin Luther King, Jr.
  
4. PART B: Which section from the text best supports the answer to Part A?
  - A. "He met a lot of different people on his trip and learned a lot about Islam and the fight against colonialism." (Paragraph 9)
  - B. "He also met a lot of white people that he considered brothers and allies in the fight for civil rights, and he returned to the United States with a different attitude." (Paragraph 9)
  - C. "His home was firebombed with his four daughters inside, but luckily they were able to escape unharmed." (Paragraph 10)
  - D. "They portrayed him as a violent troublemaker who hated white society." (Paragraph 11)

5. What early experiences contributed to Malcolm X's views on civil rights?

---

---

---

---

---

---

---

---

## 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 did Malcolm X overcome the obstacles of his early life and become an influential figure in the Civil Rights Movement? What traits do you think he must have possessed to succeed despite the adversity he faced? Describe a time when you overcame a difficult experience. How were you affected by it?
2. How was Malcolm X able to create change during the Civil Rights Movement? What kind of change do you think he created? How are his contributions still important today? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. Why do you think many people felt compelled to follow Malcolm X and support his ideas? What leadership qualities did he possess? What compels you to follow a leader?
4. How did Malcolm X's legacy immediately following his death compare to how we view him today? Why do you think Malcolm X's legacy changed with time? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Women in the Civil Rights Movement

By Barrett Smith  
2017

*The Civil Rights Movement was a social movement in the United States that fought to end racial segregation and discrimination against African Americans. While we continue to recognize the leaders of this movement and those who contributed, the men of the movement are far more celebrated and remembered than the women. In this informational text, Barrett Smith discusses the role that women played in the Civil Rights Movement. As you read, take notes on how women contributed to the Civil Rights Movement and how others responded to their contributions.*

- [1] When most people think of the Civil Rights Movement and the people who led it, they think of Martin Luther King, Jr., Malcolm X, Medgar Evers, and other men. But in reality, women were very important participants in and organizers of the movement. Though women at the time were expected to take more of a background role, many women became leaders of organizations and protests. However, they are often forgotten in history. **Rosa Parks** is the most well-known woman in the Civil Rights Movement, but the way her story is told makes her seem like more of a symbol than the important leader that she really was.



*"Photograph of a Young Woman at the Civil Rights March on Washington, D.C. with a Banner, August 28, 1963" by Jared Enos is licensed under CC BY-NC-ND 2.0.*

Many people think Rosa Parks was just a tired seamstress who didn't feel like getting up on the bus one day, but in reality, she had been involved in planning and organizing against racism for years. The day she refused to get up on the bus was not the first time she had thought about resisting this way; in fact, she was influenced by Jo Ann Robinson, the head of the Women's Political Council who called for a bus boycott<sup>1</sup> after being verbally attacked by a white bus driver in 1949. After the actions of Rosa Parks sparked the Montgomery Bus Boycott, women from many different organizations became the leading force that kept the boycott going. They arranged carpools and had bake sales to raise money for alternative transportation for those people who normally took the bus. When it became clear that the boycott was working and starting to have an influence, men took control and came to the forefront. At the first mass meeting after the boycott, the men in charge refused to let Rosa Parks speak. They said she had already done enough.

This is an example of the huge impact women had on the movement even though they remained in the background. Here are some other women who were important to the Civil Rights Movement:

1. **Boycott (verb):** to refuse to having dealings with a person or business as a protest

## Ella Baker

**Ella Baker** was one of the founders of the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC), two very important organizations in the Civil Rights Movement. She helped spread the movement and persuade women and young people to get involved. She also started a northern support group that raised money and supplies to help people in the South.

## Septima Clark

- [5] **Septima Clark** was an activist whose work laid the groundwork for the Civil Rights Movement. She was a teacher who created a literacy program to teach African Americans to read and write. During this time, many states used literacy tests to prevent African American people — many of whom didn't know how to read and write — from voting.

## Viola Liuzzo

**Viola Liuzzo** was a high school dropout and mother of five who became involved in the Civil Rights Movement when she returned to school. She was shot at age 39 while transporting freedom marchers<sup>2</sup> in Alabama.

There were many more women who were key participants in the Civil Rights Movement. Women were the majority of members in many local chapters of civil rights organizations like the National Association for the Advancement of Colored People (NAACP) and the Black Panther Party. They were also the majority at many grassroots<sup>3</sup> protests. Women organized these events, cooked and prepared for rallies, and then cleaned up afterwards before getting ready for the next one. As Mildred Bond Roxborough, a secretary of the NAACP said, “without women we wouldn't have an NAACP.”

However, in spite of the importance of women in the Civil Rights Movement, they had to deal with sexism<sup>4</sup> and discrimination within the movement. When they asked for a representative at the 1963 March on Washington, the men organizing the march denied their request. They were offered seats on the platform and told they already had the famous gospel singer, Mahalia Jackson, as a representative. However, Jackson was not allowed to make a speech. Women were disappointed by being denied adequate representation, but they still supported the march because they knew it would have a huge impact on the country.

Black women were oppressed not only by racism but also by sexism. Even within the Civil Rights Movement, they were often denied positions of leadership, overshadowed by men, and sexually harassed. Women leaders had to fight for resources as the men usually had first pick. But when they tried to speak out against the sexism in the Civil Rights Movement, the men said that they were taking the focus away from what it was really about — racism. Because of this, women felt like they had to choose one battle to fight. At the time, many black women thought race was more important.

---

2. people who marched to protest the government's restriction of and lack of support for civil rights  
3. ordinary people in a society or an organization, especially a political party  
4. the prejudice or discrimination against women, on the basis of sex

[10] The Black Power Movement<sup>5</sup> started in 1966 as a movement that called for black empowerment. As part of the legacy of the Civil Rights Movement, the Black Power Movement sought different ways to achieve and organize for equal rights and made involvement for women in the movement even harder. Before the Black Power Movement, organizations often made decisions by taking a vote and coming to a collective agreement, which made it easier for women to fill leadership positions. The leadership of the Black Power Movement was hierarchical,<sup>6</sup> and men were always in charge.

The discrimination that African American women — and many other women of color — faced in the Civil Rights Movement inspired many to join the feminist movements<sup>7</sup> that arose in the 1970s. However, these women did not allow discrimination to prevent them from being part of the fight for racial justice, seeking leadership positions, and struggling within the movement for equal treatment and acknowledgment.

*“Women in the Civil Rights Movement” by Barrett Smith. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.*

- 
5. a social movement that called for the independent development of political and social institutions for black people and emphasized pride in black culture
  6. arranged in order of rank
  7. movements that sought to secure legal, economic, and social equality for women

## Text-Dependent Questions

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

1. PART A: Which of the following identifies a central idea of the text?
  - A. Black women had an immense impact on the success of the Civil Rights Movement but were frequently disrespected and went unacknowledged because of their gender.
  - B. While black women made significant contributions to the Civil Rights Movement, they were unable to participate to the extent that men did because of their responsibilities at home.
  - C. Black women were prevented from contributing to the Civil Rights Movement because men feared they would have to endure violence.
  - D. While black women believed that gender equality was more important than racial equality, men pressured them to take up the fight for racial equality.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "When it became clear that the boycott was working and starting to have an influence, men took control and came to the forefront." (Paragraph 2)
  - B. "Women organized these events, cooked and prepared for rallies, and then cleaned up afterwards before getting ready for the next one." (Paragraph 7)
  - C. "However, in spite of the importance of women in the Civil Rights Movement, they had to deal with sexism and discrimination within the movement." (Paragraph 8)
  - D. "But when they tried to speak out against the sexism in the Civil Rights Movement, the men said that they were taking the focus away from what it was really about — racism." (Paragraph 9)
  
3. PART A: How does the author's reference to Rosa Parks in paragraph 2 contribute to the overall text?
  - A. It shows how important the contributions of black women were to the Civil Rights Movement.
  - B. It provides an example of a black woman who was adequately recognized for her contributions.
  - C. It shows how black women were silenced and prevented from providing further aid to the movement because of their gender.
  - D. It gives an example of how women worked in the background of the Civil Rights Movement.
  
4. PART B: Which quote from paragraph 2 best supports the answer to Part A?
  - A. "The day she refused to get up on the bus was not the first time she had thought about resisting this way"
  - B. "After the actions of Rosa Parks sparked the Montgomery Bus Boycott, women from many different organizations became the leading force that kept the boycott going."
  - C. "When it became clear that the boycott was working and starting to have an influence, men took control and came to the forefront."
  - D. "At the first mass meeting after the boycott, the men in charge refused to let Rosa Parks speak. They said she had already done enough."



5. How did the struggles of black women during the Civil Rights Movement compare to the struggles of black men?

---

---

---

---

---

---

---

---



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Empowering the Black Power Movement

By USHistory.org  
2016

*This informational text discusses how the Black Power movement of the 1960s and 1970s emerged as a major political force following the Civil Rights Movement. While the Civil Rights Movement helped end legal segregation in America, the Black Power movement sought to end the economic and social inequality that African Americans continued to face. As you read, take notes on how the Black Power Movement was formed.*

- [1] On June 5, 1966, the Civil Rights Movement's James Meredith was shot in an ambush as he attempted to complete a peaceful solo "March Against Fear" from Memphis, Tennessee, to Jackson, Mississippi. Meredith had already made national headlines in 1962 by becoming the first African American to enroll at the University of Mississippi.

Civil rights leaders such as Martin Luther King Jr., Floyd McKissick of CORE,<sup>1</sup> and Stokely Carmichael of SNCC<sup>2</sup> rushed to Meredith's hospital bed. They determined that his march must be completed. As Carmichael and McKissick walked through Mississippi, they observed that when it came to race relations, little had changed despite federal legislation. Local townspeople harassed the marchers while the police turned a blind eye or arrested the activists as troublemakers.



*"Black Power movement at the Chicago Freedom Movement Rally Soldier Field Freedom Sunday" by Chicago Urban League Records is licensed under CC BY-NC-ND 2.0.*

At a mass rally, Carmichael uttered the simple statement: "What we need is black power." Crowds chanted the phrase as a slogan, and a movement began to flower.

Carmichael and McKissick were heavily influenced by the words of Malcolm X,<sup>3</sup> and rejected integration<sup>4</sup> as a short-term goal. Carmichael felt that blacks needed to feel a sense of racial pride and self-respect before any meaningful gains could be achieved. He encouraged the strengthening of African American communities without the help of whites.

1. CORE stands for the Congress of Racial Equality. The organization formed one of the "Big 4" civil rights organizations.
2. The SNCC, or the Student Nonviolent Coordinating Committee, was another one of the "Big 4" civil rights organizations.
3. Malcolm X (1925-1965) was an African American Muslim minister and human rights activist who criticized white power's harsh treatment of black Americans and encouraged black Americans to resist white power with violence.
4. Racial separation, or segregation, of students was legal in America until the Supreme Court ruled in *Brown v. Board* that "separate but equal" segregation policies were unconstitutional. A policy of integration, or bringing together students of different races in the same schools, began. A decade later, in 1964, American President Lyndon B. Johnson asked for, received, and signed a bill called the Civil Rights Act, which prevented discrimination in voting, education, or public spaces, thereby nationalizing integration policies.

- [5] Chapters of SNCC and CORE — both integrated organizations — began to reject white membership as Carmichael abandoned peaceful resistance. Martin Luther King Jr. and the NAACP<sup>5</sup> denounced<sup>6</sup> black power as the proper forward path. But black power was a powerful message in the streets of urban<sup>7</sup> America, where resentment boiled and tempers flared.

Soon, African American students began to celebrate African American culture boldly and publicly. Colleges teemed<sup>8</sup> with young blacks wearing traditional African colors and clothes. Soul singer James Brown had his audience chanting “Say it loud, I’m black and I’m proud.” Hairstyles unique to African Americans became popular and youths proclaimed, “Black is Beautiful!”

That same year, Huey Newton and Bobby Seale took Carmichael’s advice one step further. They formed the Black Panther Party in Oakland, California. Openly brandishing weapons, the Panthers decided to take control of their own neighborhoods to aid their communities and to resist police brutality. Soon the Panthers spread across the nation. The Black Panther Party borrowed many tenets<sup>9</sup> from socialist movements, including Mao Zedong’s<sup>10</sup> famous creed “Political power comes through the barrel of a gun.” The Panthers and the police exchanged gunshots on American streets as white Americans viewed the growing militancy with increasing alarm. Newton himself was arrested in October of 1968 after he was involved in a shootout with police that left an officer dead.<sup>11</sup> Despite the escalation<sup>12</sup> in violence around the country, the Black Panther Party kept growing.

The peaceful Civil Rights Movement was dealt a severe<sup>13</sup> blow in the spring of 1968. On the morning of April 4, King was gunned down by a white assassin named James Earl Ray. Riots spread through American cities as African Americans mourned the death of their most revered<sup>14</sup> leader. Black power advocates saw the murder as another sign that white power must be met with similar force. As the decade came to a close, there were few remaining examples of legal discrimination. But across the land, de facto<sup>15</sup> segregation loomed large. Many schools were hardly integrated and African Americans struggled to claim their fair share of the economic pie.

Throughout the 1950s and 1960s, the Civil Rights Movement led by CORE, SNCC, and NAACP achieved much with their nonviolent civil disobedience methods in regards to ending Jim Crow laws<sup>16</sup> and supporting integration laws. But the 1970s would belong to the Black Power movement.

- 
5. The NAACP, or National Association for the Advancement of Colored People, is another of the “Big 4” civil rights organizations.
  6. **Denounce (verb):** to state that something is evil or wrong
  7. **Urban (adjective):** in, relating to, or characteristic of a city or town
  8. **Teem (verb):** to be full of something in large numbers
  9. **Tenet (noun):** a core belief or idea that is important to a group
  10. Mao Zedong (1893-1976) was a Chinese communist and the founder and first president of the People’s Republic of China.
  11. Newton was convicted on charges of voluntary manslaughter of Officer John Frey, with witnesses claiming that Newton used Frey’s gun to shoot Frey. Due to conflicting evidence, California granted Newton a retrial in 1970. After two mistrials with hung, or undecided, juries, the district attorney said he would not pursue a fourth trial and Newton was released from prison. Newton claims that Frey shot him first and that he and another officer, Herbert Heaves, were shooting opposite each other.
  12. **Escalation (noun):** an increase in amount, intensity, or scope
  13. **Severe (adjective):** very great, intense, or harsh
  14. **Revere (verb):** to feel deep respect or admiration for something or someone
  15. De facto is a Latin expression that means “in fact” and is synonymous to “as a matter of fact.”
  16. Jim Crow laws were state and local laws that enforced racial segregation throughout the American South.

*Empowering the Black Power Movement by USHistory.org is licensed under CC BY 4.0.*

## 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 a central idea of this text?
  - A. The Black Power movement's main purpose was to incite violence against white power.
  - B. The Black Power movement's goals included integration and ending police brutality.
  - C. The Black Power movement's purpose was to establish black pride and protect black communities.
  - D. The Black Power movement's goals included empowering black urban youth and arming them for their own protection.
  
2. PART B: Which TWO phrases from the text best support the answer to Part A?
  - A. "Carmichael and McKissick were heavily influenced by the words of Malcolm X, and rejected integration as a short-term goal." (Paragraph 4)
  - B. "Carmichael felt that blacks needed to feel a sense of racial pride and self-respect before any meaningful gains could be achieved." (Paragraph 4)
  - C. "they observed that when it came to race relations, little had changed despite federal legislation" (Paragraph 2)
  - D. "Openly brandishing weapons, the Panthers decided to take control of their own neighborhoods to aid their communities and to resist police brutality." (Paragraph 7)
  - E. "Riots spread through American cities as African Americans mourned the death of their most revered leader." (Paragraph 8)
  - F. "Many schools were hardly integrated and African Americans struggled to claim their fair share of the economic pie." (Paragraph 8)
  
3. How does the inclusion of paragraph 6 contribute to the author's description of the Black Power movement?
  - A. It explains how black musicians were more influential than black activists.
  - B. It depicts the enlightenment and spiritual awakening of the Black Power movement.
  - C. It shows how the movement celebrated and uplifted African Americans.
  - D. It reveals the wide gap between white America and black America during integration.
  
4. What statement best describes the relationship between Stokely Carmichael and Huey Newton?
  - A. Carmichael's call for black power inspired Newton to physically empower black communities.
  - B. Carmichael's exclusion of white members inspired Newton to form a black-only movement.
  - C. Newton worked with Carmichael to learn how to start the Black Panther Party in Oakland, California.
  - D. Newton's self-defense methods scared Carmichael because of Newton's conflicts with police.

5. Why did the Black Power Movement eventually become more prominent in the 1970s than the peaceful Civil Rights Movement? Cite evidence from the text in your answer.

---

---

---

---

---

---

---

---

## 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. Why might violence be tempting to activists? Why might it be risky to their movements?
2. Do you believe that nonviolent civil disobedience or violent resistance is a more powerful means of social change?
3. Do you see elements of black pride promoted by Carmichael in the 1960s in today's society?
4. How has America changed since the Black Power Movement? How has it stayed the same?
5. In the context of this article, how do people create change? Cite evidence from the text, your personal experience, and other literature, art, and history in your answer.
6. In the context of this text, how are communities formed? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.



Name: \_\_\_\_\_ Class: \_\_\_\_\_

## The Journalist

By J. Patrick Lewis  
2013

*J. Patrick Lewis is the author of more than fifty books of poetry for children. "The Journalist" is a tribute poem to award-winning Asian American journalist, Helen Zia, which is featured in Lewis's 2013 book When Thunder Comes: Poems for Civil Rights Leaders. In this poem, the speaker describes how she uses journalism to address social issues. As you read, take notes on the figurative language the poet uses to reveal the speaker's perspective.*

[1] I am a woman with a foreign face —  
Apple-pie American (born Chinese).  
Nothing I do will ever hide my race.  
Nothing I am bears those parentheses.

[5] I wield<sup>1</sup> a pen, this fine and fearless sword,  
To open doors for which there are no keys.  
The written word's the law, the law's the word.  
No one I know deserves parentheses.



*"Newspapers B&W" by Jon S is licensed under CC BY 2.0.*

The newspaper I work for is the place  
[10] I bring these hate-crime<sup>2</sup> villains to their knees —  
Writing the wrongs that plague the human race.  
Nothing I am wears those parentheses.

Whenever foreign faces take the stand  
Against injustice, fear deadens<sup>3</sup> their pleas.  
[15] Nothing I am, except a helping hand.  
Nothing we are, chained by parentheses.

That foreign face, my countryman, is you,  
Whose ancestors once settled overseas.  
Congratulations, you are foreign too,  
[20] Though seldom have you worn parentheses.

*"The Journalist" from When Thunder Comes by J. Patrick Lewis. Copyright © 2013 by J. Patrick Lewis. Used with permission. All rights reserved.*

- 
1. **Wield (verb):** to use a weapon or tool effectively
  2. a type of crime that occurs when someone targets a victim because of prejudice against the victim's race, religion, disability, or other membership to a social group
  3. **Deaden (verb):** to make less energetic or active; to weaken

## Text-Dependent Questions

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

1. PART A: Which statement best expresses a theme in the poem? [RL.2]
  - A. The responsibility of a journalist is to provide solutions to social and political concerns in a society.
  - B. People who are not in influential positions are afraid to challenge America and have the tendency to ask powerful people to represent them.
  - C. Americans have abandoned the original principles of welcoming immigrants because they do not respect other cultures.
  - D. Despite discrimination in America, immigrants are not powerless and they have the capacity to create social change.
  
2. PART B: Which detail from the poem best supports the answer to PART A? [RL.1]
  - A. "Against injustice, fear deadens their pleas" (Line 14)
  - B. "Nothing we are, chained by parentheses." (Line 16)
  - C. "That foreign face, my countryman, is you" (Line 17)
  - D. "Though seldom have you worn parentheses." (Line 20)
  
3. How does the phrase "Apple-pie American (born Chinese)" in stanza 1 contribute to the speaker's tone toward her experience in America? [RL.4]
  - A. It creates a confused tone by highlighting how the speaker identifies with two different cultures.
  - B. It introduces the poem with a critical tone to show how Chinese people are not considered equal to Americans.
  - C. It develops a regretful tone because the speaker abandoned her Chinese identity to adopt American customs.
  - D. It establishes a humorous tone because the speaker is amused by the way Americans view Chinese people.
  
4. How does stanza 5 contribute to the meaning of the poem? [RL.5]
  - A. It points out the irony that descendants of immigrants discriminate against people who migrate to America today.
  - B. It suggests that Chinese immigrants are more patriotic than people born in America.
  - C. It argues that people should not be judged by their race because no one can change their ancestry.
  - D. It explains how the speaker chooses to handle racial prejudice in America.

5. How does the speaker's use of repetition contribute to the overall message of [RL.5] [RL.1] the poem? Cite evidence from the poem to support your answer.

---

---

---

---

---

---

---

---

## Discussion Questions

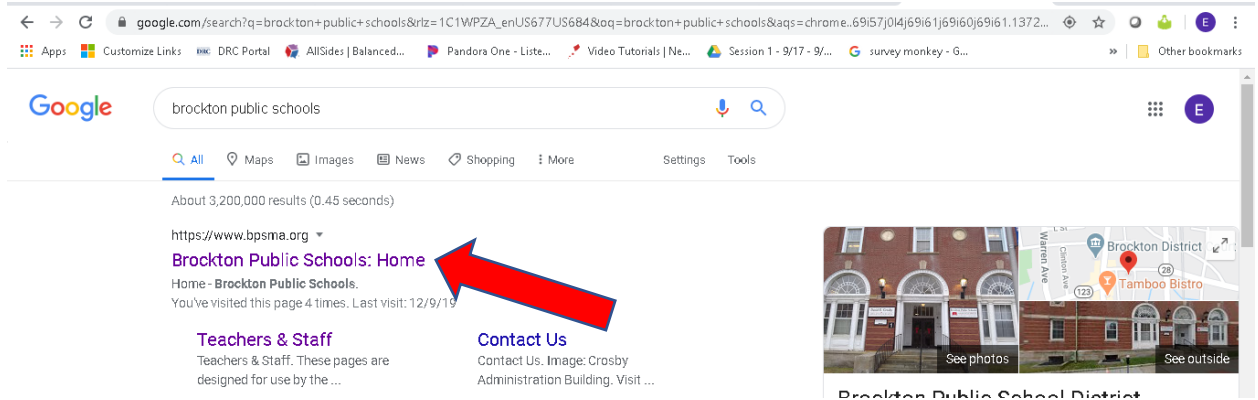
**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. “The Journalist” is written from the perspective of a woman who is a Chinese American journalist, but the author of the poem is a European American man. What is the role of a writer’s identity in the work they produce? How does knowledge about an author’s background shape how you view their work, especially when they are writing about someone from a different background?
2. This poem reveals the journalist’s bias in her reporting. Is her bias justified? What is the responsibility of a journalist?
3. The last stanza of the poem addresses the irony that many Americans reject immigrants, but they are descendants of immigrants. What does it mean to be American? Why do you think this contradiction exists?
4. The poet uses parentheses as a metaphor for oppression and marginalization. When have you or someone you know felt like someone did not respect a part of your identity? How does this poem relate to that experience?

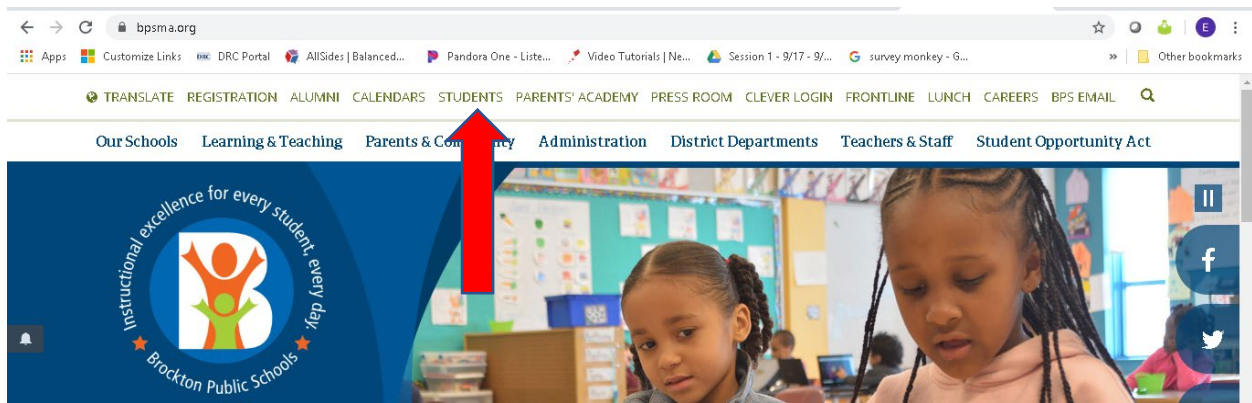
# How to Log on to Power Up from Home

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

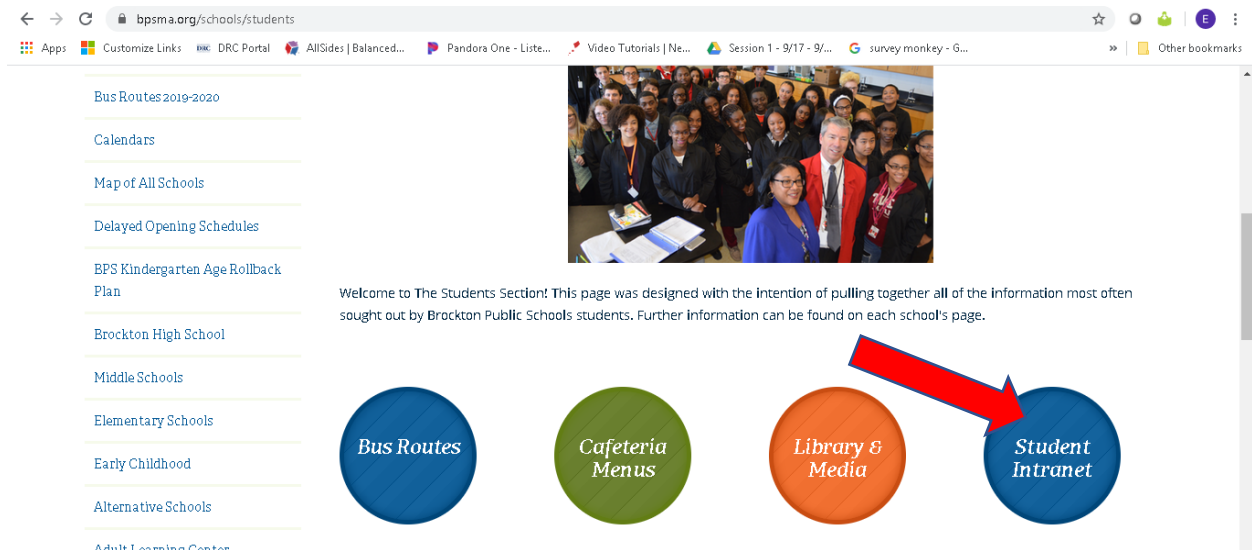
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



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). 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). A red arrow points to the 'Lexia PowerUp' icon.

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 shown. There are two buttons for user selection: 'Student' (selected) and 'Educator'. Below these are two input fields for 'Username' and 'Password', with a 'Show' link next to the password field. A 'Log In' button is located at the bottom.

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.

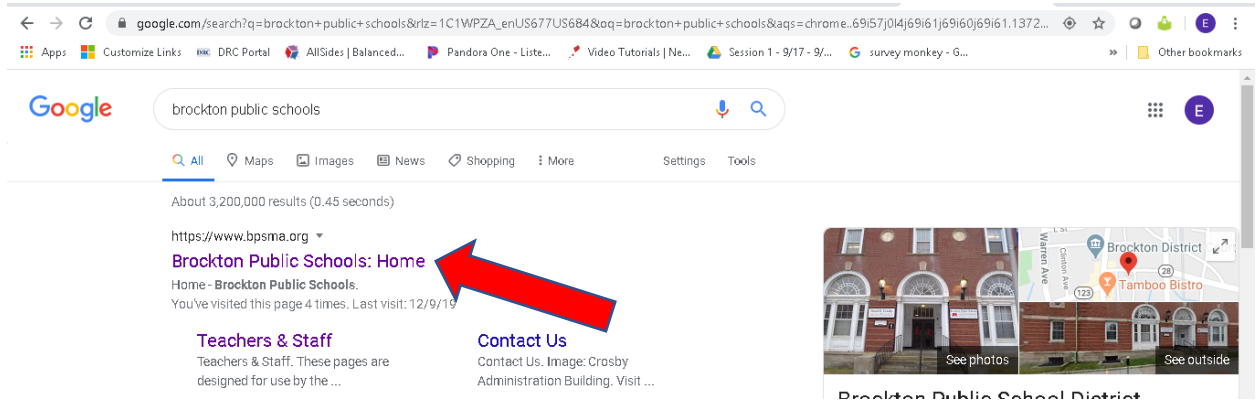
The image shows a dashboard with four vertical progress cards on a dark blue background. Each card has a colored header, a circular progress indicator at 0%, and a timer showing '35 min left'. Below the timer is the text 'your goal | 35 min'.

Category	Progress	Time Left	Goal
Word Study	0%	35 min left	35 min
Grammar	0%	35 min left	35 min
Comprehension	0%	35 min left	35 min
Your Progress	0%	35 min left	35 min

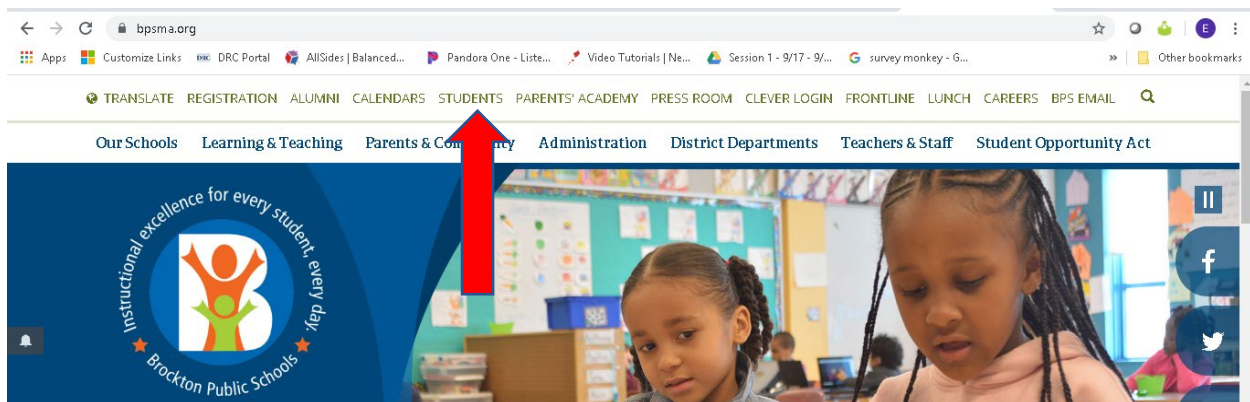


# How to Log on to Clever from Home to Access Amplify READING Curriculum

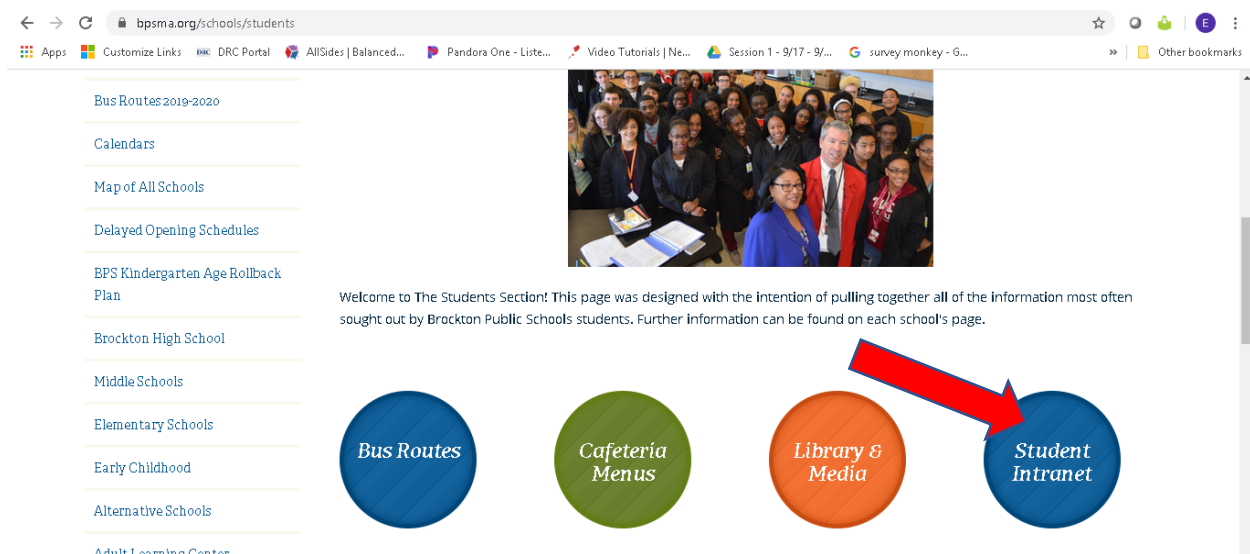
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



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 "AmplifyELA > All Units" and "8th Grade" with a dropdown arrow. A left sidebar features a hamburger menu icon (three horizontal lines) and a red arrow pointing to it. The main content area displays "8th Grade" with a dropdown arrow. A right sidebar features a line-art illustration of a person's head with a gear and a lightbulb.

Click in "Go To My Account"

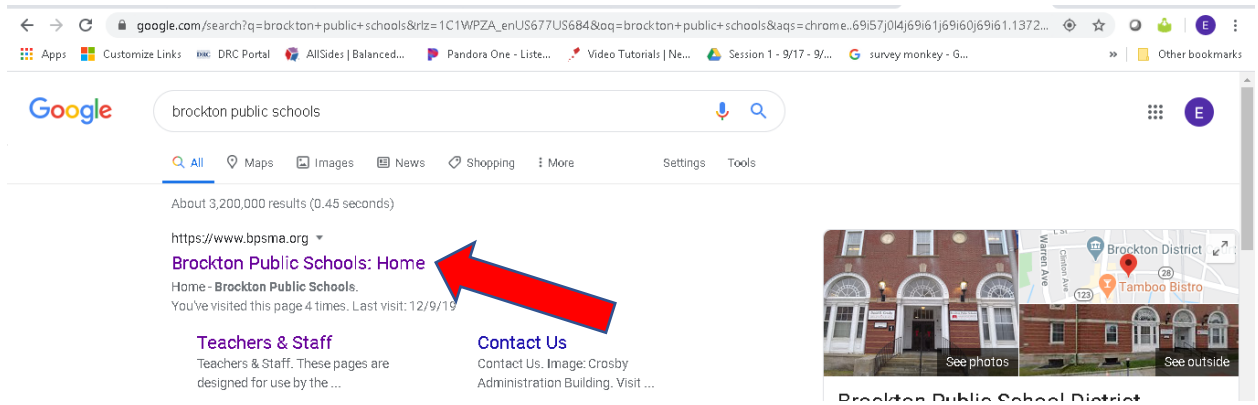
The screenshot shows the AmplifyELA user interface. At the top right, it says "AmplifyELA > All Units" and "8th Grade" with a dropdown arrow. On the left, a user profile dropdown menu is open, showing the user's name "Hello KELLY SILVA" and email "kellycoopersilva@bpsma.org". Below the name are "Log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

Click on Reading 6-8

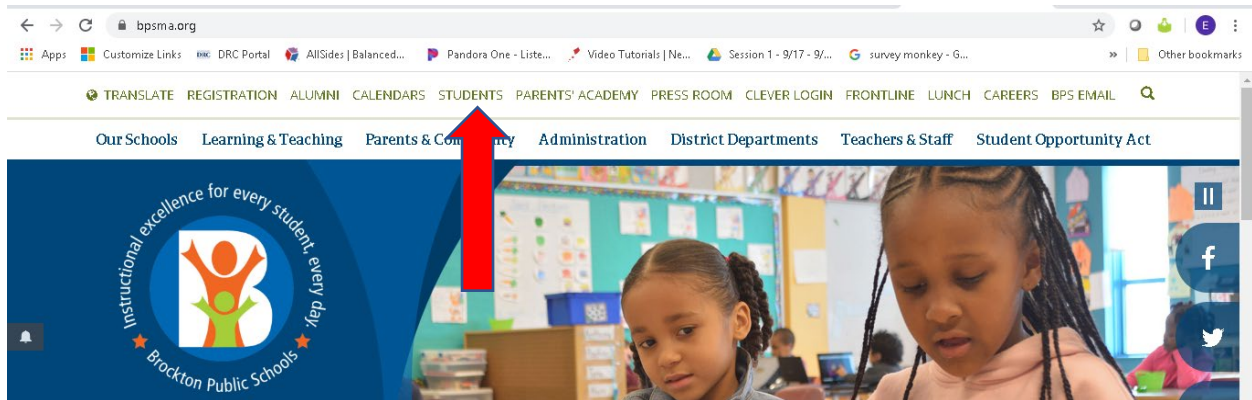
The screenshot shows a button labeled "Reading 6-8". To the left of the text is a circular icon containing a stylized figure in a red hood. The button has a light gray background and rounded corners.

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

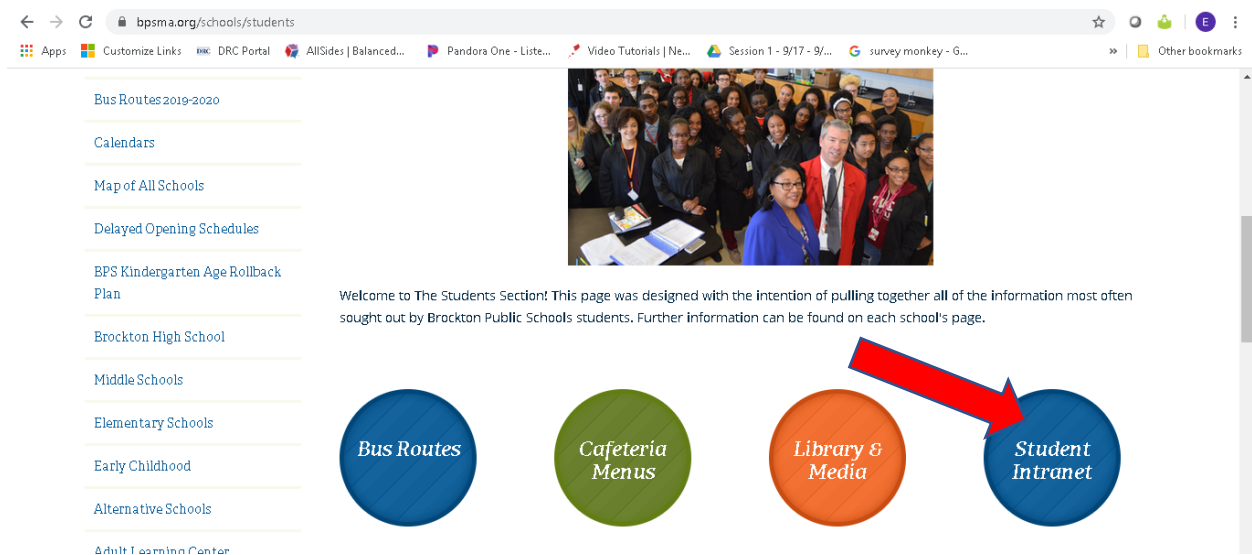
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.

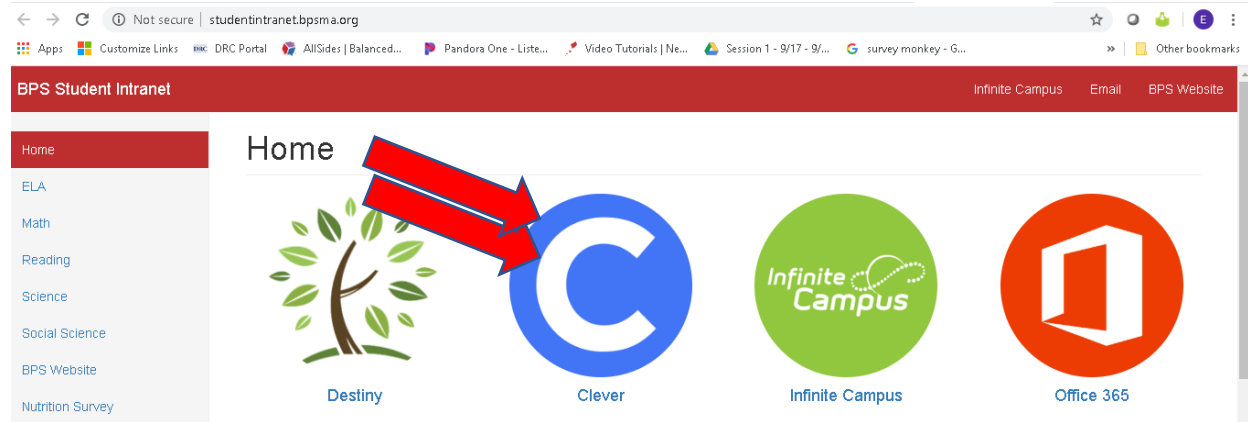


Scroll to the bottom of the page and choose **Student Intranet**

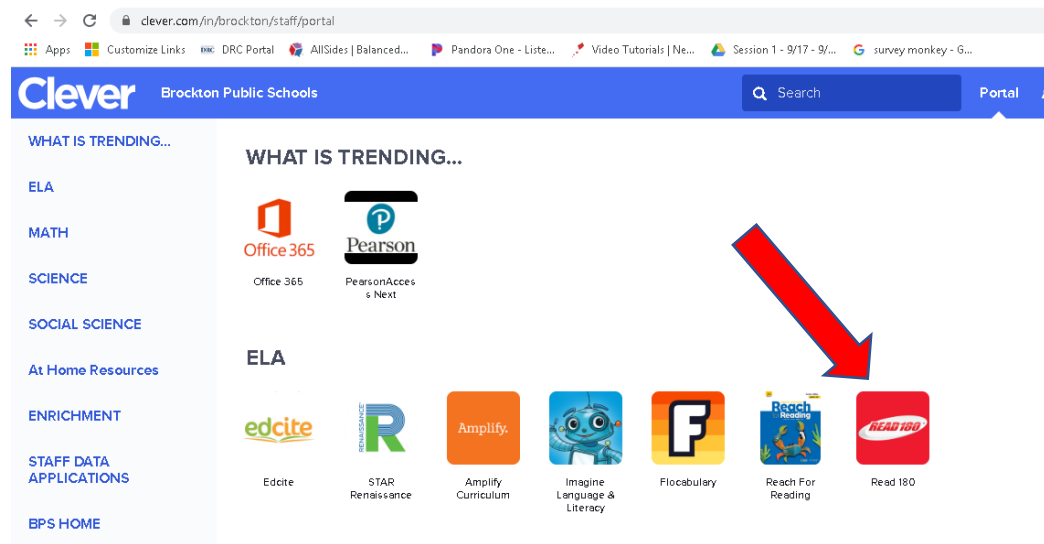


Choose **Clever**. Students will have to log on with their Username: 6-digit lunch number @bpsma.org and the password is their 8-digit birthday bps1920

Example: Username: [123456@bpsma.org](mailto:123456@bpsma.org) Password: 06142007bps1920



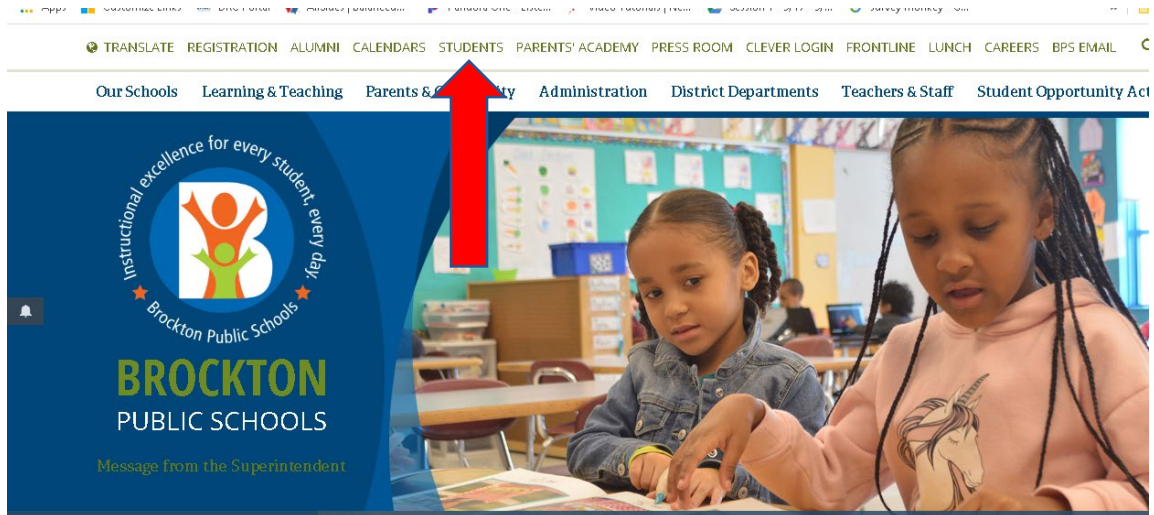
Choose **READ 180**



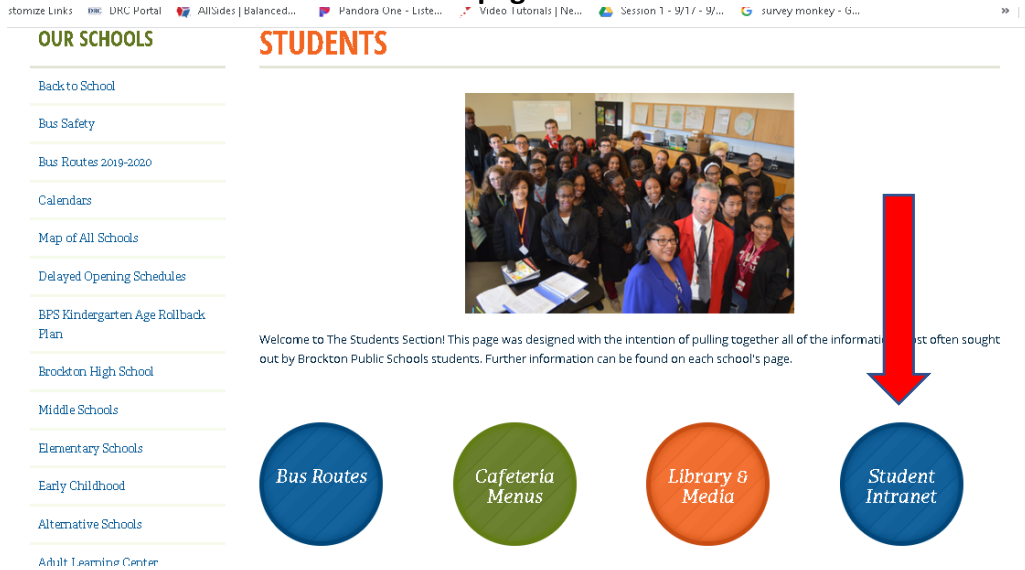
Log on with the username: 6-digit lunch number (123456) and the password: 6-digit lunch number followed by their first and last initials. (123456am)

# Directions for Students to Access Common Lit. from Home

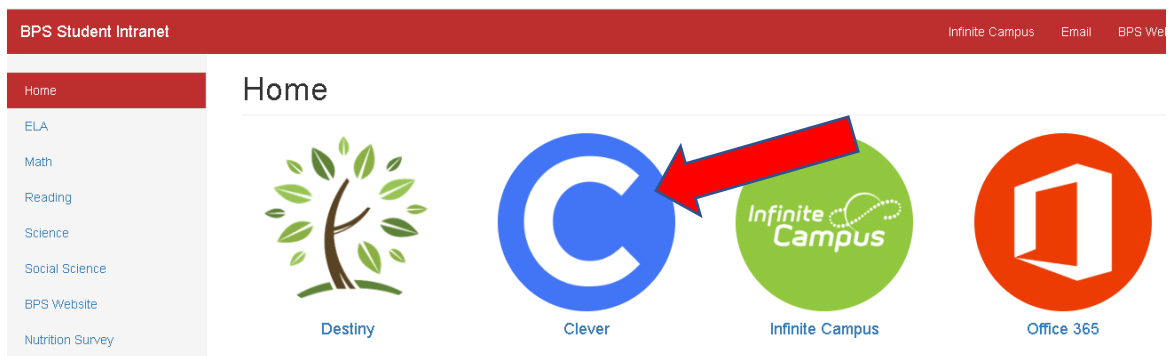
## 1. Go to the BPS website and choose Students.



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

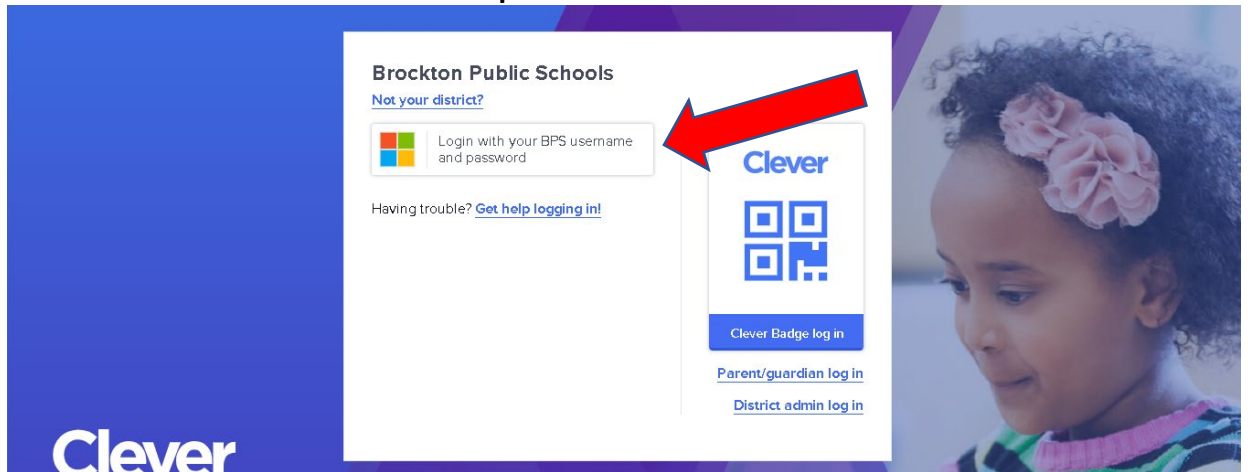


## 3. Choose the Clever button.

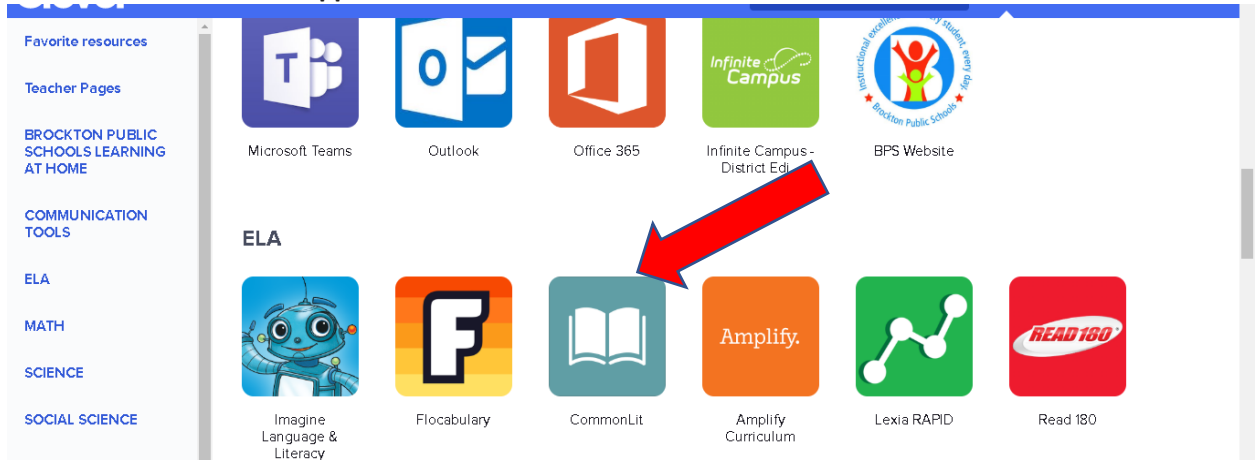


4. Log In with your BPS username and password. Your username is your 6-digit lunch number and your password is your 8-digit birthdaybps1920.

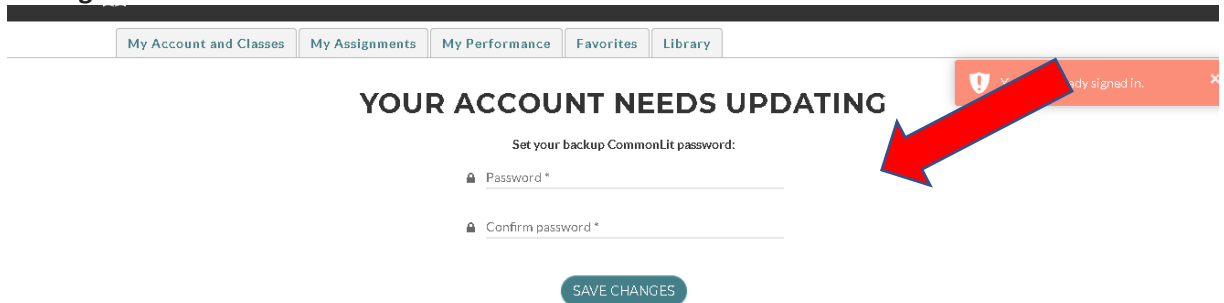
Example:      password: 123456  
                  Username: 12052007bps1920



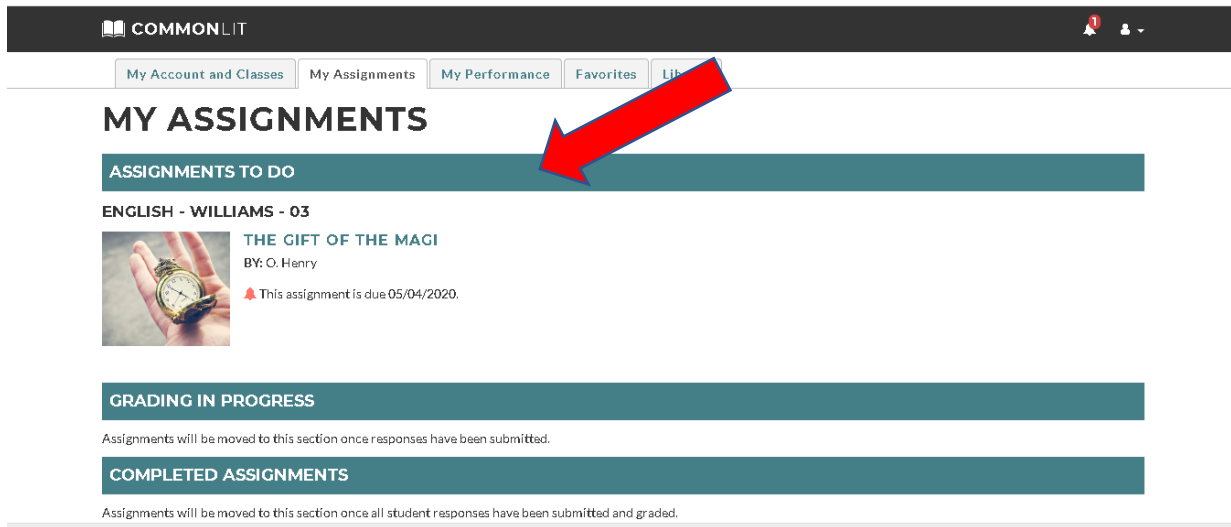
5. Choose the Common Lit app.



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**.



The screenshot shows the Common Lit interface. At the top, there is a dark navigation bar with the 'COMMON LIT' logo and user icons. Below this is a menu with tabs for 'My Account and Classes', 'My Assignments', 'My Performance', 'Favorites', and 'Lit'. The main heading is 'MY ASSIGNMENTS'. Underneath, there are three sections: 'ASSIGNMENTS TO DO', 'GRADING IN PROGRESS', and 'COMPLETED ASSIGNMENTS'. A red arrow points to the 'ASSIGNMENTS TO DO' section. Under this section, there is a card for 'ENGLISH - WILLIAMS - 03' featuring 'THE GIFT OF THE MAGI' by O. Henry. A red triangle icon indicates that the assignment is due on 05/04/2020.


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!**