

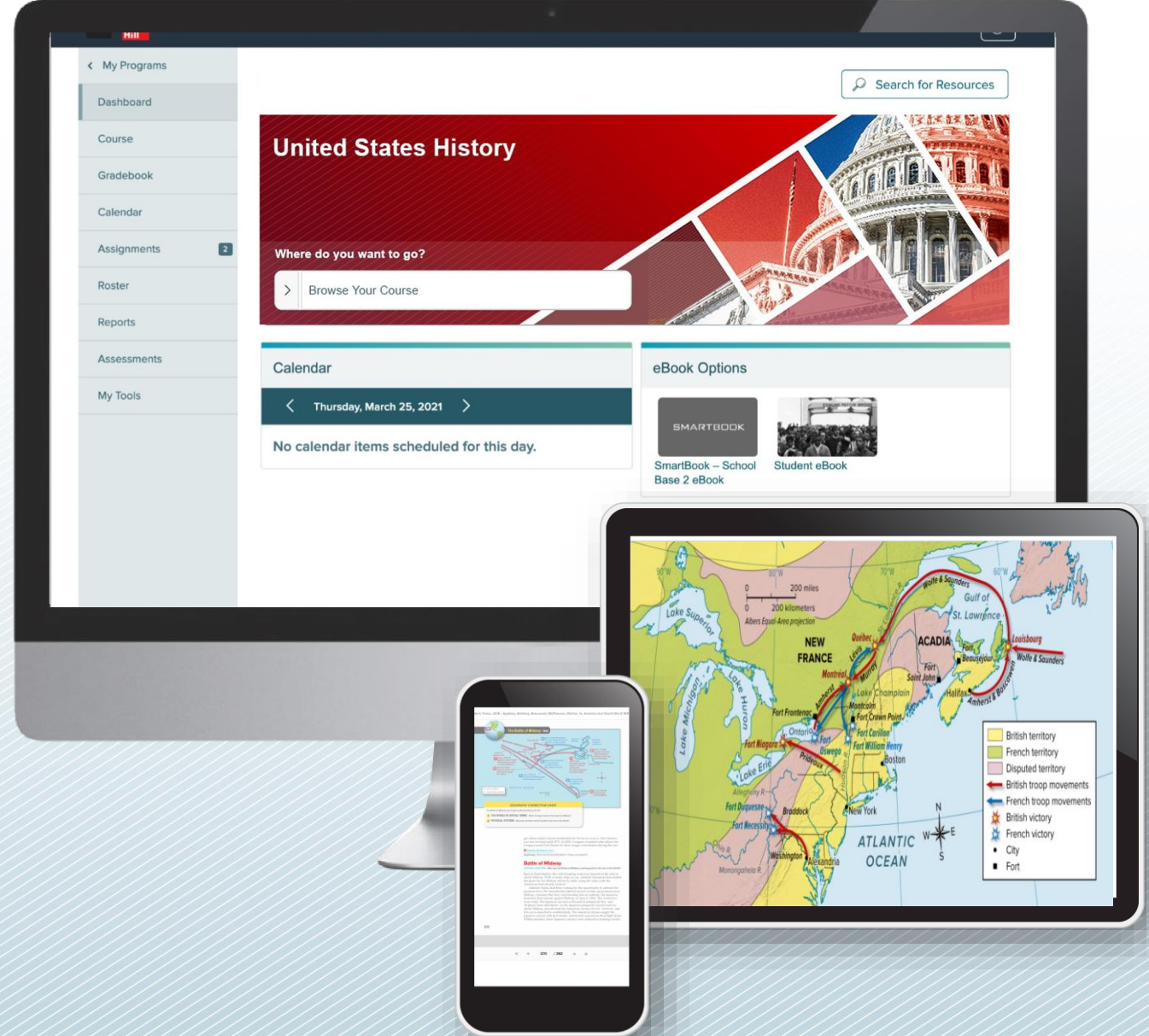
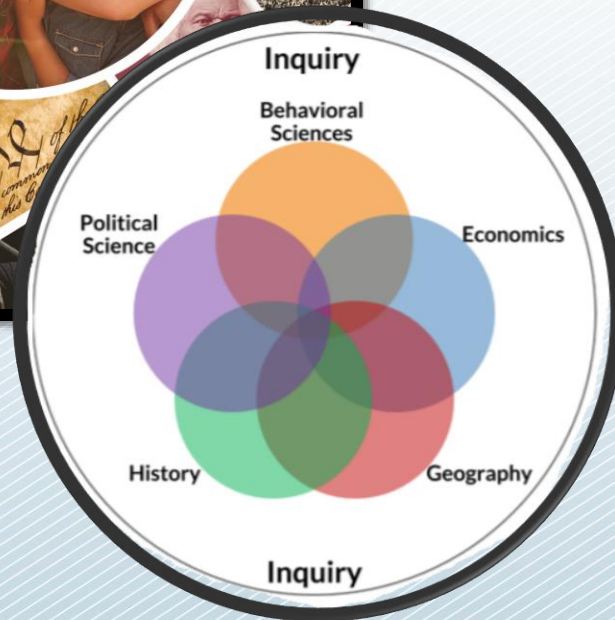
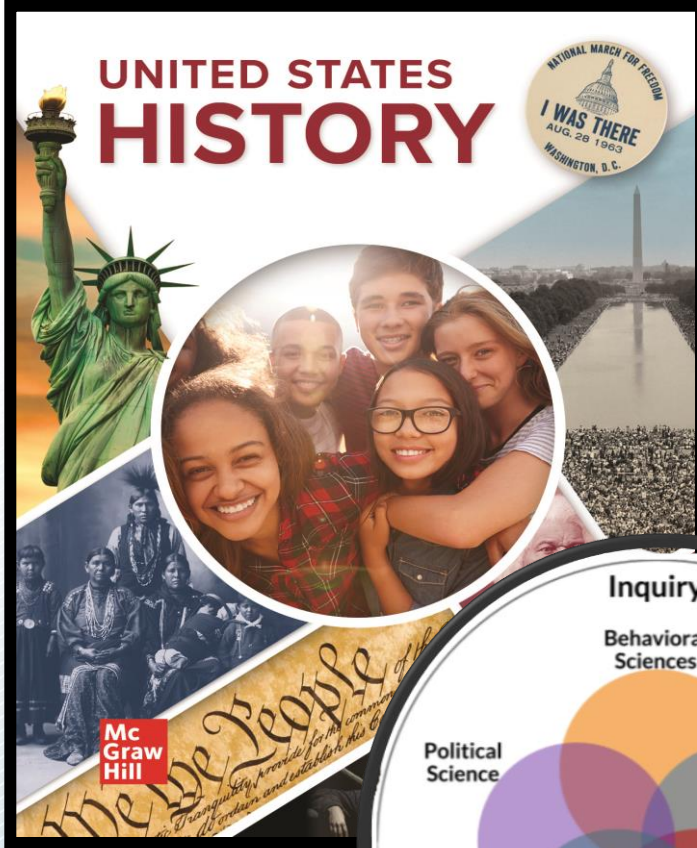


US History Social Studies Suite

- **Student-Centered Inquiry**
- **Take Informed Action**
- **Connect with Students Today**

Inspire a Student, Change the World







Student-Centered Learning

CORE RESOURCES





TOPIC 14

Protesters march in support of civil rights at the March on Washington in 1963.

The Civil Rights Movement

1954-1978

INTRODUCTION LESSON

01 Introducing the Civil Rights Movement 642

LEARN THE EVENTS LESSONS

03 The Civil Rights Movement Begins 653

04 Challenging Segregation 659

06 The Civil Rights Movement Continues 671

INQUIRY ACTIVITY LESSONS

02 Understanding Multiple Perspectives About Discrimination and Segregation 647

05 Analyzing Sources: Civil Rights Movement Activists 665

REVIEW AND APPLY LESSON

07 Reviewing the Civil Rights Movement 677

Topic 1: Native American Cultures and the Colonial Period
Prehistory to 1750

Topic 2: The American Revolution, 1754-1783

Topic 3: The U.S. Constitution and the Early Republic,
1781-1800

Topic 4. Expanding Early America, 1800-1850

Topic 9 Progressivism and the Jazz Age, 1890- 1929

Topic 13 Postwar Domestic Issues, 1945-1968

Topic 14 The Civil Rights Movement, 1954- 1978

Topic 17 Political Divisions, 1970-2000

Topic 18 The New Millennium, 2000-Present



TOPIC

4

The Civil Rights Movement

1954–1978

INTRODUCTION LESSON

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CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 653			
✓ SEL Social Awareness: Building Empathy		10 min	Whole Class
Differentiate the Activity		15 min	Individual
Interpreting Twentieth-Century Events AL			
TEACH pp. 653–657			
☐ GO ONLINE Guided Reading Activity AL		20 min	Individual
✓ Civic Participation and the NAACP	C	20 min	Individual
☐ Active Classroom Activity: Making a Cause and Effect Poster		45 min	Small Group
☐ Informative Writing on the Impact of <i>Brown v. Board of Education</i>	W	45 min	Individual
☐ English Learners Scaffold: Understanding Details of <i>Brown v. Board of Education</i> ELL		40 min	Individual
☐ GO ONLINE Reading and Writing Essentials AL ELL		20 min	Individual
☐ Global Connections: Dr. Martin Luther King, Jr.'s Impact Around the World		45 min	Individual
☐ Reading Closely About Nonviolence	R	25 min	Whole Class
☐ Evaluating the Little Rock Crisis	H	25 min	Whole Class

KEY:

C Civics

E Economics

G Geography

H Historical Thinking

R Reading

SL Speaking and
Listening

W Writing

BL Beyond Level

AL Approaching Level

ELL English Language
Learners

TEACH continued

Differentiate the Activity			
Drawing Conclusions About Little Rock BL		35 min	Individual
☐ Interpreting Little Rock and Emmett Till	H	25 min	Whole Class
☒ Digital Option: Creating a Podcast		45 min	Small Group
☐ Identifying Effects of Civil Rights Organizations	H	45 min	Small Group
☐ Identifying Themes of the Civil Rights Era	H	45 min	Small Group
☐ GO ONLINE History & Geography Activity: The Freedom Riders BL		20 min	Individual

REVIEW p. 658

☐ GO ONLINE Video and Video Response Activity: The Freedom Rides		23 min	Individual
☐ Special Needs Strategy: Dysgraphia			
☐ GO ONLINE Review & Apply Activity		20 min	Individual
✓ GO ONLINE Self Check Quiz		15 min	Individual

ASSESS p. 658

☐ GO ONLINE Lesson 3 Quiz		20 min	Individual
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Looking Ahead

You will learn the history of the civil rights movement in the United States between 1954 and 1978. While studying this time period, you will learn about segregation and other forms of discrimination that African Americans endured, and the strategies civil rights movement activists employed. You will see how the leaders of the modern civil rights movement were motivated by past struggles against inequality. And you will understand the changes that came about because of these protests.

You will examine Compelling Questions and develop your own questions about the civil rights movement in the inquiry lessons. Review the time line to preview some of the key events, people, and organizations that you will learn about.

What Will You Learn

In these lessons focused on the civil rights movement,

KEY EVENTS OF CIVIL RIGHTS MOVEMENT

- 1941** ○ **JANUARY 25, 1941** A. Philip Randolph proposes a March on Washington to highlight segregation and Jim Crow discrimination
- 1954** ○ **MAY 17, 1954** Supreme Court rules against public school segregation in *Brown v. Board of Education of Topeka*
- DECEMBER 1955** Montgomery, Alabama, bus boycott begins
- SEPTEMBER 1957** Federal troops ensure integration of African American students at Central High

? COMPELLING QUESTIONS

- How did discrimination affect the daily life of African Americans before the civil rights movement?
- How did activists move the civil rights movement forward?

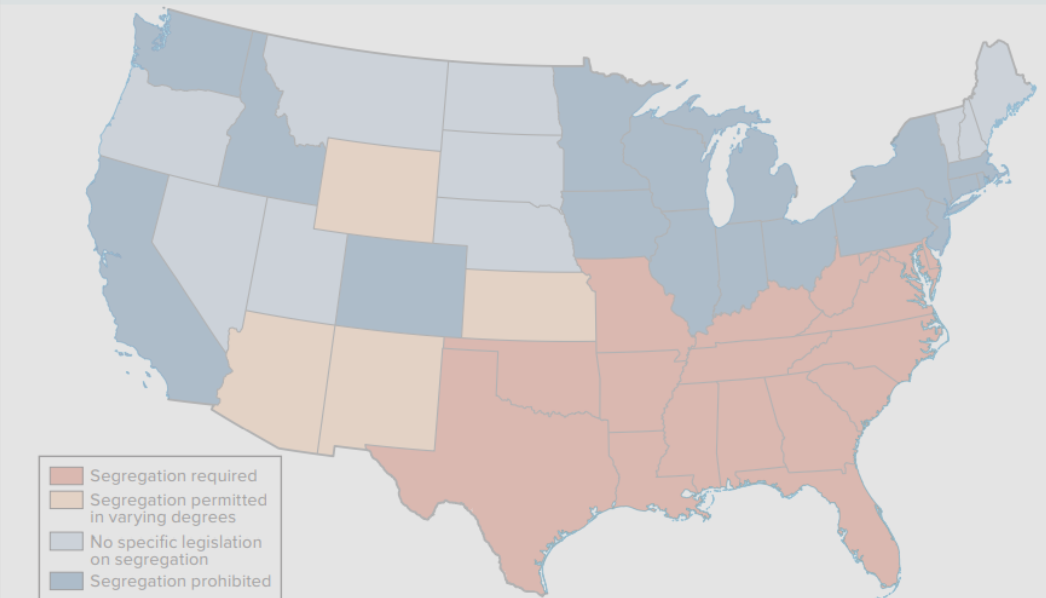
INTRODUCTION



REVIEW & APPLY

Segregation in the United States, Mid-Twentieth Century

Segregation was strongest in the Southern states, but it was also present in other parts of the United States before the civil rights movement.



GEOGRAPHY CONNECTION

Exploring Regions Select two regions in the United States and compare whether segregation was required, permitted, or prohibited. Then explain why segregation was different in these two regions.

Project-Based Learning

Project-Based Learning (PBL) encourages students to work collaboratively and develop communication skills that are used to face real-world challenges and provide opportunities for students to develop Social and Emotional Learning (SEL) skills.

Hands-On Topic Project

Twentieth-Century Independence Movements In this activity, students research twentieth-century independence movements in countries such as South Africa, Kenya, Egypt, India, Israel, or Argentina. They then use this information to create a social media campaign arguing for national sovereignty. Social media campaigns could include petitions, propaganda, advertisements, interviews, speeches, music, and other forms of media that increase awareness of social, economic, and political arguments for seeking independence and removing colonizers. Students may also want to include a description of life in the country for the average citizen. Social media campaigns should explain how people might resolve tensions among groups and address transition difficulties. **SMALL GROUP 90 MIN**

Student Self-Evaluation Rubric

The American Revolution, 1754–1782

No Taxation Without Representation

DIRECTIONS: Use this rubric to help you plan your project, organize your tasks, and deliver your final product.

	1 Needs Improvement	2 Progressing	3 Mastery	Score
Step 1: Research boycotts prior to the American Revolution.	I used 0–1 outside source and listed 0–3 details. I did not provide enough information so that my team could use my boycott.	I used 2 outside sources and listed 4–5 details. I provided enough information so that my team could use my boycott.	I used 3 or more sources and listed 5 or more details. I provided plenty of information so my team could compare my boycott with the other members' boycotts.	
Step 1: Research boycotts from modern history.	I used 0–1 outside sources and listed 0–3. I did not provide enough information so that my team could use my boycott.	I used 2 outside sources and listed 4–5 details. I provided enough information so that my team could use my boycott.	I used 3 or more sources and listed 5 or more details. I provided plenty of information so my team could compare my boycott with the other members' boycotts.	
Step 2: Help design and create a poster that shows the impact of boycotts from different periods of American history.	I did not complete my part in designing and creating the poster.	I mostly completed my tasks to help design and create the poster.	I completed all my tasks and helped the group to add details to the poster design and creation.	
Step 3: draft, and revise essay that compares and contrasts boycotts from different periods of American history.	I did not finish writing my paragraph on the boycotts that I researched. I did not help combine paragraphs. I did not help write the introduction or conclusion or revise the essay.	I mostly completed paragraph on the boycotts I researched. I tried to help draft essay as a whole and provided some input during the revision phase.	I wrote 1 paragraph on the boycotts that I researched. I played a major part in combining the paragraphs into the essay as a whole and helped during the revision phase.	

Kahoot!

INTRODUCTION



REVIEW & APPLY

Colonial leaders used images and information to influence opinion.

Skip

1



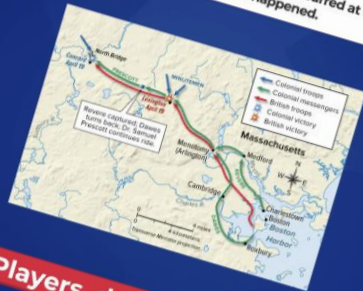
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Answers

◆ True

▲ False

The first colonial victory of the Revolutionary War occurred at Concord. Place a pin where the battle happened.



Players, drop your pins!

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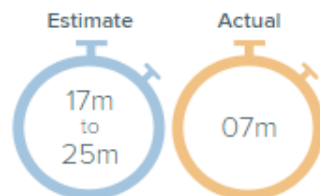
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How are learners progressing?



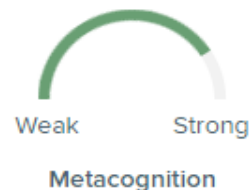
- Not Started 96%
- In Progress 0%
- Completed 4%

How long did learners take to complete?



On average, learners took less time than estimated.

How aware are learners of their knowledge?



How many concepts were challenging?



How did this learner do?



Search

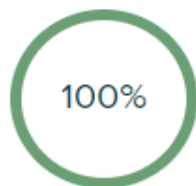
Baldwin, James



Baldwin, James

Completion

Current Assignment



Time on Task

Assignment

Recharge



- Questions 89%
- Resources 11%

Learner's Awareness



Correct

Incorrect

High Confidence

74%

9%

Medium Confidence

9%

6%

Low Confidence

3%

0%

Remediation and Enrichment Opportunities

LESSON 06 • REVIEW AND APPLY

APPLY

Activity C: Connecting to the Past **INDIVIDUAL** 30 MIN

Differentiate the Activity

ACTIVE CLASSROOM ACTIVITY

Museum Tour of Artifacts Explain to students that museum curators are often experts on some aspect of history or art history. They do extensive research so they can present information that interests and educates museum patrons. Show students examples of museum exhibits, pointing out in particular the cards or signs describing each item in a collection. Discuss the specific information they see on one of these cards or signs and what it adds to the museum experience. Then have students print an image of one Native American artifact and write an explanatory caption to go with that artifact. Post the images and captions around the room, and allow students to walk through the classroom "museum."

Special Needs

Activity: Autism Spectrum Disorder, ADHD Assist students in completing "Activity C: Curating a Museum Display" by taking the following steps to address challenges surrounding fine motor skills, language processing, and executive function: (1) Provide photos or video of museum exhibits to show what they are to create. (2) Reduce the number of artifacts to be included in their exhibit. (3) Break up the assignment into several steps. Use each step consistently each time the

C Connecting to the Past

Archaeologists have uncovered many Native American artifacts and used them to learn about the daily lives and cultures of people from long ago. Some of these artifacts are stored in museums where they can be carefully preserved and viewed by the public.

Activity: Creating a Virtual Museum

The Research groupings of 10 to 12 right Native American artifacts to assemble into a virtual museum exhibit. Your virtual exhibit should focus on a single theme that interests you. For instance, you might focus on a certain type of craft—such as pottery or hunting—or on a particular group or nation. Write captions for the objects on display, explaining how each connects to your exhibit's theme. Also explain what each is made of, what it would have been used for, why you would have made it and when, and where it might have been found. Include an introduction to your virtual tour explaining your theme and why it interests you.

D Making Connections to Today

Throughout the history of the United States, white settlers and the U.S. Army forced Native Americans off of their homelands and onto reservations. A reservation is an area of land that is set aside by the U.S. government for the use of a particular group or nation of Native Americans. The Standing Rock reservation contains more than 2 million acres in North and South Dakota designated for the Standing Rock Sioux. In 2016, an oil company announced a plan to build an underground oil pipeline from North Dakota to Texas. This proposed Dakota Access Pipeline (DAPL) would cross environmental, political, and legal issues. The excerpt below is from a document submitted by the Standing Rock Sioux ("the Tribe") in a lawsuit concerning DAPL.

4.1 INTERESTS OF THE STANDING ROCK SIOUX TRIBE

39. Since time immemorial, the Tribe's ancestors—the Great Sioux Nation, also known as the Great Sioux Nation—have occupied a broad area throughout the northern Great Plains, including much of the area that DAPL proposes to cross.

40. The Tribe's cultural resources are historically and culturally intertwined over the entirety of the land within the Tribe's traditional territory, within and outside of the exterior boundaries of the Reservation. Protection of the Tribe's cultural heritage is of significant importance to the Tribe. Destruction or damage to any one cultural resource, site, or landscape contributes to destruction of the Tribe's culture, history, and religion. Injury to the Tribe's cultural resources causes injury to the Tribe and its people.

41. Cultural resources of significance to the Tribe are located on the lands that are the subject of this action and adjacent lands. In addition to specific archaeological sites that have been identified to date, there are numerous significant culturally important sites that have not been identified. The lands within the pipeline route are culturally and spiritually significant.

Activity: Writing About Native Americans and the Environment Read the excerpt and consider the history of the Sioux people and the importance of the environment to Native American peoples. In

NAME _____ DATE _____ CLASS _____

Reteaching Activity
The First Americans

Terms and Concepts

Directions: Matching Match each term with its definition.

1. irrigation
2. culture
3. civilization
4. federation
5. migration
6. clan
7. nomadism
8. vernacular
9. cultivate
10. pueblo

a. a people's shared values, beliefs, traditions, and behaviors
b. a group of people who share a common ancestor
c. the movement of people into a new area
d. a form of writing that uses symbols or pictures to represent things, ideas, and people
e. a Native American structure that housed many people
f. a highly developed society
g. to help things grow
h. a system that supplies water to crops by artificial means
i. a government that links and unites different groups
j. moving from place to place

Summarizing Information

Directions: Short Answer Answer each of the following questions in the space provided.

11. What is Beringia? What events lead to Beringia appearing and disappearing? Why is it important to the migration of prehistoric people?

12. How did early humans find food? What types of food did they eat? How did farming impact their lives?

13. What were two major achievements of the Maya civilization?

NAME _____ DATE _____ CLASS _____

Reteaching Activity (continued)
The First Americans

14. The Inca civilization cut terraces into the side of mountains. How did the terraces help the civilization to survive?

15. In what ways were the Maya, Aztec, and Inca similar?

16. The Adena, Hopewell, and Mississippian cultures are sometimes known as the *Mound Builders*. Describe what archaeologists know about the earthworks created by the cultures.

17. What is one way the Inuit adapted to their environment?

18. The people of the Great Plains lived in teepees. How did this benefit their lifestyle?

19. How did the formation of the Iroquois League and the Great Law of People help the Iroquois thrive?

NAME _____ DATE _____ CLASS _____

Reteaching Activity (continued)
The First Americans

Organizing Information

20. **Directions:** Complete the chart below by describing the types of dwellings in which each native group lived.

Native American Civilization	Types of Dwellings
Hohokam	
Ancient Puebloans	
Inuit	
Adena	
Hopi	
Great Plains	
Iroquois	

Essay

21. **Directions:** Answer the following question in 1-2 paragraphs.

How did finding and cultivating shape the development of Native American civilizations? How did early people adapt to and change their environment in order to make sure they had enough food? Support your answer by citing specific examples.

REMEDiate

GO ONLINE Reteaching Activity

The First Americans Have struggling students complete the reteaching activity worksheet to review the vocabulary, key concepts, and learning objectives covered in “The First Americans” topic. These worksheets are customizable and may be edited before assigning to your students.



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assigned as a
tool to support
self-pacing

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The Civil Rights Movement Begins

READING STRATEGY

Analyzing Key Ideas and Details

As you read, complete a graphic organizer similar to the one here by listing the techniques used to challenge segregation.



The Origins of the Civil Rights Movement

GUIDING QUESTION

What role did the NAACP play in the civil rights movement?

The National Association for the Advancement of Colored People (NAACP) was established in 1909 to fight for the rights of African Americans. The NAACP convinced the military to allow African American pilots to fly in World War II. This allowed the Tuskegee Army, a unit filled with black pilots, to be established. The accomplishments of these and other black soldiers during the war encouraged the civil rights movement.

The NAACP gave African Americans the institutional support to fight racial discrimination and injustice. One founder in this movement was A. Philip Randolph—a union leader since the 1920s as well as a civil rights activist—who compelled President Franklin Roosevelt to issue an executive order ending discrimination in wartime industries during World War II. The NAACP emboldened people to commit acts of defiance against segregated bus laws—including Rosa Parks's famous refusal to give up her seat to a white person on a Montgomery, Alabama bus in December 1955.

These victories were in contrast to the entrenchment of segregation. Back in 1896, the Supreme Court had declared segregation to be constitutional in *Plessy v. Ferguson*, which established the “separate but equal” doctrine. Laws that segregated African Americans were permitted as long as “equal” facilities were provided for all races. The facilities provided for African Americans, however, were usually of poorer quality than those provided for whites. Offering separate facilities is an example of **de jure segregation**, or segregation based on laws. After Reconstruction, local and state laws in the South allowed for the segregation of many facets of life, including transportation, education, neighborhoods, restaurants, theaters, libraries, pools, restrooms, drinking fountains, and even cemeteries. Areas without such laws often had de facto segregation—segregation by custom and tradition.

Pushing for Desegregation

The civil rights movement had been building for a long time. Since its founding, the NAACP had supported court cases aimed at overturning segregation with some success. For example, the Supreme Court ruled in *Norris v. Alabama* (1935) that the exclusion of African Americans from juries violated their rights to equal protection under the law.

African Americans also gained political power as northern politicians increasingly sought their votes. In response to the New Deal, many African Americans began supporting the Democratic Party in the 1930s, giving the party new strength in the North. The northern wing of the party was now able to counter Southern Democrats, who often supported segregation.

During World War II, African American leaders began to use their political power to help end discrimination in wartime factories. They also increased opportunities for African Americans in the military. After the war, many African

“separate but equal” a doctrine established by the 1896 Supreme Court case *Plessy v. Ferguson* that permitted laws segregating African Americans as long as equal facilities were provided

de jure segregation segregation by law

ANALYZING SUPREME COURT CASES

BROWN V. BOARD OF EDUCATION, 1954

BACKGROUND TO THE CASE One of the most important Supreme Court cases in American history began in 1952, when the Supreme Court agreed to hear the NAACP's case *Brown v. Board of Education of Topeka*, and three other cases. These cases all dealt with the question of whether the principle “separate but equal,” established in *Plessy v. Ferguson*, was constitutional with regard to public schools.

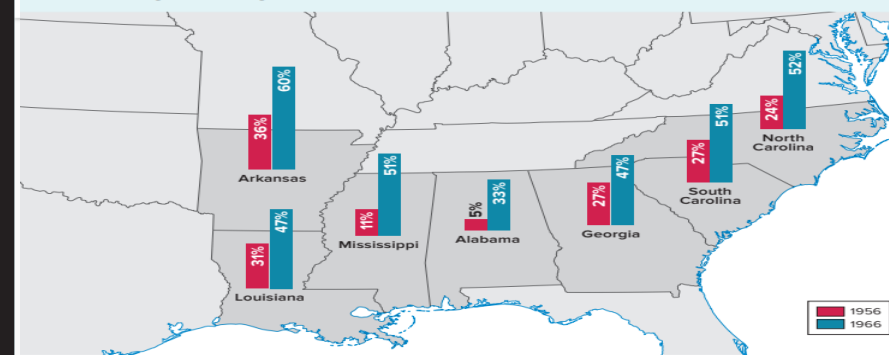
HOW THE COURT RULED In a unanimous decision in 1954, the Court ruled in favor of Linda Brown and the other plaintiffs. In doing so, it overruled *Plessy v. Ferguson*. It rejected the idea that equivalent but separate schools for African American and white students was constitutional. The Court held that racial segregation in public schools violated the Fourteenth Amendment's equal protection clause. Chief Justice Earl Warren summed up the Court's decision, declaring: “[I]n the field of public education, the doctrine of ‘separate but equal’ is inherently unequal.” The Court's decision was a major victory for the civil rights movement, as it ended legal segregation in other public places.



1. **Making Connections** Why was this case important?
2. **Summarizing** Why was this case important?

Percentage Change of Southern African Americans Registered to Vote

The Voting Rights Act of 1965 was a turning point of the civil rights movement that resulted in immediate changes to voter registration in the Southern states.



CIVICS CONNECTION

1. **Analyzing Graphs** Which states had the largest percentage of African Americans registered to vote in 1956 and 1966? Which had the lowest? What can you infer about the states that show the least changes?
2. **Drawing Conclusions** How might the Voting Rights Act of 1965 have changed political campaigns in these states?

The War for Independence



INTRODUCTION

REVIEW & APPLY

Global Connections

TEACHER EDITION SUGGESTION

Dr. Martin Luther King, Jr.'s Impact Around the World Provide students with a thesis statement regarding Dr. Martin Luther King, Jr.'s, worldwide influence, appeal, and impact. For example, "Martin Luther King, Jr., greatly impacted the world with his philosophy and message." Have students conduct research to find details that support the thesis statement. Tell students to identify specific examples of how King's vision impacted the world and how each detail supports the thesis. An internet search of "the global impact of Martin Luther King Jr." will bring up several possible sources. You may also recommend The Martin Luther King, Jr. Research and Education Institute at Stanford University as a good starting point for student research. Encourage students to share their evidence and their supporting explanations during a class discussion. **INDIVIDUAL 45 MIN**

CORE went to segregated restaurants if they were denied service, they sat down and refused to leave. The sit-ins were intended to shame restaurant managers into integrating their restaurants. CORE successfully integrated many restaurants, theaters, and other public facilities in Northern cities, including Chicago, Detroit, Denver, and Syracuse.

Brown v. Board of Education

The NAACP continued to use the courts to challenge segregation. From 1939 to 1961, the NAACP's chief counsel and director of its Legal Defense and Educational Fund was African American attorney Thurgood Marshall. After the war, Marshall focused his efforts on ending segregation in public schools.

In 1954 the Supreme Court decided to combine several cases and issue a general ruling on segregation in schools. One of the cases involved a young African American girl named Linda Brown, who was denied admission to her neighborhood school in

Davis County, Kansas. Board of Education v. Brown County. Oliver W. Hill, the lead NAACP lawyer in Virginia, helped shepherd the case through federal court and write the brief for the Supreme Court case. Davis was one of many lawsuits Hill brought in Virginia in his efforts to dismantle segregation.

Southern Resistance

The *Brown* decision marked a dramatic reversal of the precedent established in the *Plessy v. Ferguson* case in 1896. *Brown v. Board of Education* applied only to public schools, but the ruling threatened the entire system of segregation. Thus, it angered many white Southerners, causing them to become even more determined to defend segregation, regardless of what the Supreme Court ruled.

Although some school districts in the Upper South integrated their schools, anger and opposition was a far more common reaction to integration. Senator Harry F. Byrd of Virginia called on Southerners to adopt

against the ruling. South Carolina's Byrd was elected to the Senate in 1964 and denounced the Supreme Court's "usurpation of judicial power" and pledged to "bring about a reversal of this decision." He was a former restaurateur. Lester was a restaurant rather than serve on the governorship on a public schools. Across the South, thousands of white Americans joined to pressure their local governments to defying the Supreme Court. Evers helped convince many African Americans had come to challenge Evers was among those to take as born in Mississippi and fought in Germany and France. He college, and he and his wife, had three children.

admission to the University of Alabama in 1954. He sued for admission to the University of Alabama. It was the beginning of his work with the NAACP. Evers worked tirelessly for equality while he and his family faced violence. In May 1963, his home was bombed. The following month, on June 5, he was shot outside his home by a man named James Earl Ray.



African Americans walk to work during the third month of the Montgomery bus boycott.

Analyzing Visuals How does this photograph demonstrate the boycott's effectiveness?

lead them. Dr. King encouraged the people to continue to protest but cautioned that it had to be peaceful:

“Now let us say that we are not advocating violence. . . . The only weapon that we have in our hands this evening is the weapon of protest. . . . If we were incarcerated behind the iron curtains of a communistic nation—we couldn't do this. If we were trapped in the dungeon of a totalitarian regime—we couldn't do this. But the great glory of American democracy is the right to protest for right.”

Beginning the Movement

GUIDING QUESTION

How was the civil rights movement a combination of local protest and government reform?

In the midst of the uproar over the *Brown v. Board of Education* case, Rosa Parks challenged segregation of public transportation. Jo Ann Robinson, head of a local group called the Women's Political Council, called on African Americans to boycott Montgomery's buses on the day Rosa Parks appeared in court.

Beginning

GUIDING QUESTION
How was the civil rights movement a combination of local protest and government reform?

In the midst of the uproar over the *Brown v. Board of Education* case, Rosa Parks challenged segregation of public transportation. Jo Ann Robinson, head of a local group called the Women's Political Council, called on African Americans to boycott Montgomery's buses on the day Rosa Parks appeared in court.

The Montgomery Bus Boycott

Several African American leaders in Montgomery organized a boycott and to negotiate with the city. A 26-year-old pastor

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Student Online Experience

World History

Where do you want to go?



Browse Your Course

Calendar



Monday, November 1, 2021



No calendar items scheduled for this day.

eBook Options

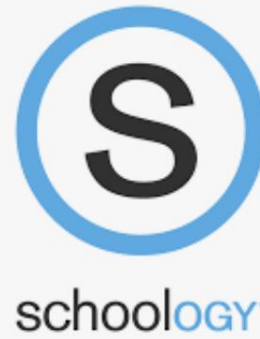


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- Leveled Text
- Strategies to support all learners
- Chunked passages
- English Learner Strategies
- Study Guide

➤ Reading & Writing

Lesson 1 | Introducing the Civil Rights Movement

Understanding the Time and Place: The United States, 1865–1954

Before you learn about the beginning of the civil rights movement, read this lesson to understand the lives of African Americans in the era and why the civil rights movement was necessary.

The civil rights movement of the 1950s and 1960s began because of a long history of racial inequality in the United States. During the Reconstruction period after the Civil War (from about 1865 to 1877), amendments, or changes, to the Constitution, gave African Americans the rights of citizenship. However, some state governments still denied African Americans their rights. These states made segregation and discrimination legal across the United States when Reconstruction ended in 1877. The civil rights movement formed to protest this unequal treatment and worked to overturn these common types of discrimination.

1. Taking Notes As you read the lesson, enter facts about key events, people, and legal or political events that are connected to the long history of racial inequality in the United States in this table.

Topic	Key Facts
Political/Legal Events	
Constitutional Amendments	
<i>Plessy v. Ferguson</i>	
<i>Brown v. Board of Education of Topeka</i>	
People/Groups	
Ida B. Wells	
Booker T. Washington	
W.E.B. DuBois	
NAACP	

Reading & Writing Essentials

Summarize What You Learned

6. Summarizing Using your notes and the text, write complete sentences to summarize what you have learned about the migration and settlement of early Native Americans.

Migration	Settlement

Wrap Up the Lesson

Answer the Guiding Questions

4. Making Connections How did geography influence the original settlement of North America?

5. Identifying Cause and Effect How did the invention of farming affect Native American cultures?



Engage

Dimension 1

Developing questions and planning inquires

Investigate

Dimension 2

Applying disciplinary tools and concepts

Dimension 3

Evaluating sources and developing claims using evidence

Report

Dimension 4

Communicating conclusions, taking informed action

05

INQUIRY ACTIVITY

Analyzing Sources: Civil Rights Movement Activists

COMPELLING QUESTION

How did activists move the civil rights movement forward?

Plan Your Inquiry

In this lesson, you will investigate the role and contributions of key civil rights activists.

DEVELOP QUESTIONS

Developing Questions About Civil Rights Activists Read the Compelling Question for this lesson. Think about the key events that made up the civil rights movement and how different individuals and groups contributed to these events. Develop a list of Supporting Questions that would help you answer the Compelling Question in this lesson.

APPLY HISTORICAL TOOLS

Analyzing Primary Sources You will work with a variety of primary sources in this lesson. These sources focus on contributions of several key civil rights activists in the 1960s. As you read, use a graphic organizer like the one below to record information about the sources that will help you examine them and check for historical understanding. Note ways in which each source helps you answer your Supporting Questions.

Source	Author/Creator	Description/Notes	Which Supporting Question does this source help me answer?
A			
B			
C			
D			
E			
F			
G			

After you analyze the sources, you will:

- use the evidence from the sources
- communicate your conclusions
- take informed action

Background Information

Beginning in 1909, the National Association for the Advancement of Colored People (NAACP) mounted legal challenges against segregation laws. W.E.B. Du Bois and Ida B. Wells-Barnett were among its founders. They also served as editors and writers for *The Crisis*, which argued the NAACP's civil rights platform. In 1942 James Farmer launched the Congress of Racial Equality (CORE), which began holding sit-ins to call attention to discrimination and protest segregation. Their actions helped inspire the Student Nonviolent Coordinating Committee (SNCC), founded by Diane Nash, John Lewis and others, which led the lunch counter sit-ins and the Freedom Rides in the 1960s.

You have read about the actions led by Medgar Evers, Rosa Parks, Ella Baker, and Dr. Martin Luther King, Jr., founder of the Southern Christian Leadership Conference (SCLC). In this Inquiry, you'll learn about the actions and goals of civil rights activists in their own words.



» Organizing picket lines, such as this one in front of a school board office, was a strategic activity in the civil rights movement.

A

Interview with C.T. Vivian

Inspired by the nonviolent acts of civil disobedience practiced by India's Mohandas Gandhi, activist Reverend James M. Lawson supported a nonviolent approach in the struggle for civil rights in the South. He developed workshops in Nashville, Tennessee, on effective nonviolent protest and trained many leaders of the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC), including Diane Nash, John Lewis, and Reverend C.T. Vivian. In this interview excerpt, conducted in Atlanta, Georgia, in 2011, Vivian recalls Lawson's workshops and how his message was received at the time.

PRIMARY SOURCE : INTERVIEW

Interviewer: [A] number of the people that I've talked to who were in [James] Lawson's workshops said that there were psychological aspects to [nonviolent protests] as well, besides the religious, the patriotic, that what you were doing was that they'd come into the workshops thinking that nonviolence meant a kind of curling into the fetal position and that sort of thing to protect yourself and Lawson would tell them no, you need to make eye contact and keep eye contact with people. They have a harder time being violent with you when you're looking at them and making human contact with them. . . .

Reverend Vivian: Well, see, the thing, there was a lot of conversation about it. It was easy to understand it, but you see here again are these various parts of the movement . . . SNCC was the one that wanted to curl up and get beaten and put over your head and all that sort of thing. . . . That was not true with SCLC at any point."

—Interview with Reverend C.T. Vivian, Civil Rights History Project, 2011

EXAMINE THE SOURCE

1. **Explaining** What self-defense technique does Lawson advise against? Why?
2. **Interpreting** Based on what Vivian says about SNCC and SCLC, what do you think is a difference he sees between the two groups?

B

Letter to the DNC

In 1964 civil rights groups organized the Mississippi Freedom Democratic Party and sent their own elected delegates to the Democratic National Committee (DNC) convention.

PRIMARY SOURCE : LETTER

“ Dear Convention Delegate:

Three mother's sons who sought to secure political democracy for the people of Mississippi probably lie buried beneath the murky swamps near Philadelphia, a small town in that state.

If they have paid with their lives for believing in the right . . . to have a voice in the election . . . all Democrats who can register and vote with freedom are now challenged as never before. The long and systematic denial of the Negro's right to vote in Mississippi, and the flagrant disloyalty of the 'regular' Mississippi Democratic Party to the principles of the National Democratic Party demand that new channels be created through which all the people of Mississippi can be represented in the 1964 Democratic National Convention. To do less at this historic moment would be a disgrace.

The Freedom Democratic Party parallels the structure and the proceedings of the existing Democratic Party, with the notable exceptions that it is open to all citizens. . . .

We urge that your entire delegation use the full weight of its . . . voting strength to see that the challenge raised by the Mississippi Freedom Democratic Party receives a full and open hearing before the Credentials Committee of the Convention, and if the . . . Committee fails to seat the Freedom Democratic Party, that your delegation call for . . . a roll-call vote to permit the Mississippi issue to be discussed on the floor of the convention. . . .”

—Ella J. Baker, July 20, 1964

EXAMINE THE SOURCE

1. **Drawing Conclusions** What does Baker ask the DNC to do, and to what end?
2. **Identifying Cause and Effect** What conditions led Baker and other activists to take this action?

Video Response Activity: The Freedom Rides (Editable)



MS Word

Assign



Video Response Activity

The Civil Rights Movement

Lesson 3 | The Civil Rights Movement Begins

The Freedom Riders

DIRECTIONS: Use the graphic organizers to take notes as you watch the video. Then answer the questions.

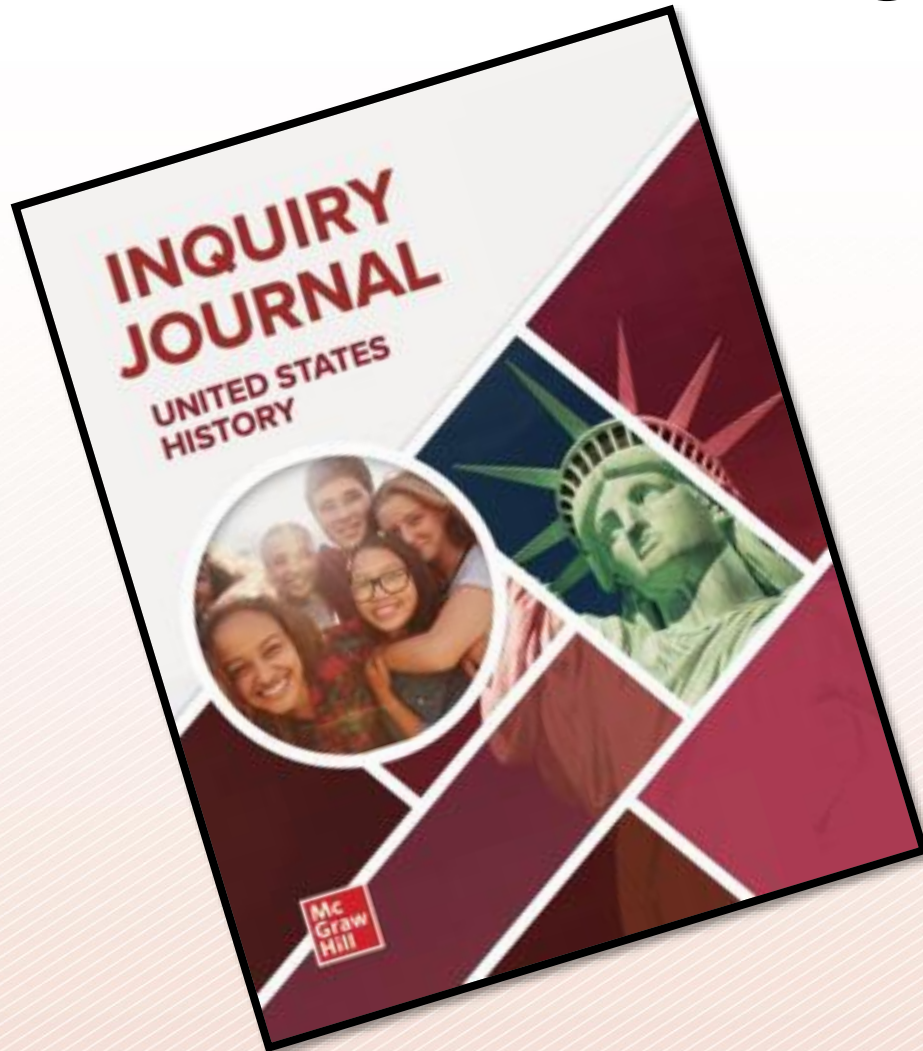
- Organizing Information** Complete the graphic organizers to describe key people and their actions from the video. Then describe the key events that occurred on each date.

People and Their Actions	

Date	Events
1946	
By 1960	
May 4, 1961	
May 14, 1961	
May 17, 1961	
May 29, 1961	

- Identifying Cause and Effect** What events or conditions motivated the Freedom Riders? What were the effects of the Freedom Rides?
- Determining Central Ideas** Why was it important for the Freedom Riders to engage in nonviolent direct action even in the face of a violent response?
- Collaborating** Using what you learned from the video, write a new comprehension question. After writing this question, pair up with a partner and trade questions. Have your partner answer your question while you answer his or her question.

Let's explore the Inquiry Journal



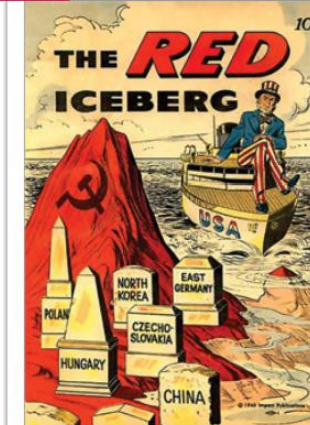
Depictions of the Enemy

Propaganda is the spreading of information (or misinformation) to influence public opinion. It had been used by many countries during both World Wars to demonize their opponents. During the Cold War, the triumph of Communism or Capitalism was judged, in part, by how many countries followed each economic philosophy. Because of that, propaganda was used by both sides.

PRIMARY SOURCE : PROPAGANDA POSTERS



This Russian propaganda poster criticized the United States, asking "If this is freedom, what is prison?"



This propaganda poster warns of the dangers posed to the United States by the "Red Iceberg" of Communist influence.

EXAMINE THE SOURCE

3. Analyzing Images Based on these two examples, develop an argument about how both Soviet and Western governments created specific propaganda messages about each other. What were these messages? How did these messages potentially shape the viewpoints of ordinary people on both sides?

Name _____ Date _____ Class _____

TOPIC 14 • THE CIVIL RIGHTS MOVEMENT, 1956–1978

The March on Washington for Jobs and Freedom

? COMPELLING QUESTION

Was the March on Washington for Jobs and Freedom a turning point in the struggle for civil rights?

Plan Your Inquiry

In this Inquiry Activity, you will develop Supporting Questions regarding the impact of the March on Washington for Jobs and Freedom based on the Compelling Question. You will then examine primary and secondary sources. Finally, you will answer your Supporting Questions, communicate your research conclusions, and take action based on what you've learned.

Background Information

On August 28, 1963, an estimated 250,000 Americans converged on Washington, D.C., at the National Mall between the Lincoln Memorial and the Washington Monument. They came by car, bus, train, and plane from all corners of the United States. They came to walk together to "petition government for redress of grievances," a right enshrined in the First Amendment of the U.S. Constitution. They marched, sang, and listened to speeches intended to call attention to what they viewed as society's failure to live up to the principles of the founding documents. They moved, stood, and sat together in the humid 83-degree summer heat, to demand equal rights and an equal voice.

The March on Washington for Jobs and Freedom had been two decades in the making. The idea for such a massive event had first occurred to African American labor leader A. Philip Randolph. In 1925 he established the Brotherhood of Sleeping Car Porters, a labor union for African American workers who had been denied inclusion in other unions. He used the threat of such a march to pressure President Franklin Roosevelt into greater protections for unions on the eve of the nation's entry into World War II. In the years following, Randolph and other civil rights leaders harnessed the principles of nonviolent, concerted mass protest to fight segregation in schools, on buses and trains, in store lunch counters and waiting rooms, and elsewhere. Their movement was built on decades of disenfranchisement and discrimination codified through the Jim Crow laws of the post-Reconstruction era and violence realized in thousands of lynchings that occurred across the country.

In the years preceding the march, civil rights lawyers and activists had won key court battles, but local and state officials refused to uphold those rulings. Laws permitting public and private segregation and the restriction of voting rights persisted, and attacks on those who challenged these laws steadily increased.

Several key civil rights groups had organized sit-ins, boycotts, the Freedom Rides, and other marches to demand reforms. Freedom Rides involved bus rides through the South protesting segregated interstate buses and bus terminals. President Kennedy and his administration had signaled some willingness to pursue civil rights policies. However, they still faced fierce opposition. To overcome that resistance and to expose the fundamental and national scope of their grievances, civil rights leaders came together for one massive effort—an effort that became the largest single protest event of its time in U.S. history.

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Develop Supporting Questions About the March on Washington for Jobs and Freedom

1. Developing Supporting Questions Reread the Compelling Question for this topic. Think about events leading up to and during the March on Washington and the momentum of the civil rights movement after the march. Develop a list of Supporting Questions that would help you answer the Compelling Question. Remember that Supporting Questions are questions that you need to answer first.

Supporting Question 1:

Supporting Question 2:

Supporting Question 3:

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Analyze Sources

Review and analyze Sources A–H. There are questions that accompany each source to help you examine the source and check for historical understanding.

A

Crowd on the National Mall

Photographer Bruce Davidson spent four years documenting events and participants in the African American civil rights movement. This includes the March on Washington for Jobs and Freedom on August 28, 1963, in which an estimated 250,000 people gathered on the National Mall in Washington, D.C.

PRIMARY SOURCE : PHOTOGRAPH



Crowds gather around the reflecting pool on the National Mall in Washington, D.C., during the March on Washington for Jobs and Freedom. The Lincoln Memorial is visible in the background.

EXAMINE THE SOURCE

3. Analyzing Perspectives Consider the subject and perspective of the photographer. What message does the image convey?

4. Analyzing Visuals How does the image contrast the past and the present? Explain the desired change.

B

What We Demand

In late 1962 civil rights activists A. Philip Randolph and Bayard Rustin began planning a march on Washington to celebrate the legacy of the Emancipation Proclamation. They formed a coalition of civil rights groups led by a central administrative committee. The committee produced this document, which outlines the demands for the march.

PRIMARY SOURCE : PROGRAM

1. Comprehensive and effective civil rights legislation from the present Congress without compromise or filibuster—to guarantee all Americans access to all public accommodations, decent housing, adequate and integrated education, and the right to vote.
2. Withholding of Federal funds from all programs in which discrimination exists.
3. Desegregation of all school districts in 1963.
4. Enforcement of the Fourteenth Amendment—reducing Congressional representation of states where citizens are **disfranchised**.
5. A new Executive Order banning discrimination in all housing supported by federal funds.
6. Authority for the Attorney General to institute **injunctive** suits when any right is violated.
7. A massive federal program to train and place all unemployed workers—white—on meaningful and dignified jobs at decent wages.
8. A national minimum wage act that will give all Americans a decent standard of living. (Government surveys show that anything less than \$2.00 an hour fails to meet the needs of the family.)
9. A broadened Fair Labor Standards Act to include all areas of employment presently excluded.
10. A federal Fair Employment Practices Act barring discrimination by federal, municipal, and state governments, and by employers, contractors, employment agencies, and trade unions.

—Final Plans for the March on Washington for Jobs and Freedom, August 1962

disfranchised disenfranchised; being denied the right to vote

injunctive relating to an order requiring someone to take or refrain from a certain action

EXAMINE THE SOURCE

5. Determining Context To what conditions were this document and the planned march a response? What does it suggest about the response to civil rights activism up to that point?

C

The “I Have a Dream Speech”

The March on Washington for Jobs and Freedom culminated in a program on the steps of the Lincoln Memorial. There, more than a dozen civil rights leaders, including Daisy Bates, A. Philip Randolph, John Lewis, and James Farmer made remarks. Dr. Martin Luther King, Jr., president of the Southern Christian Leadership Conference (SCLC), delivered the final speech.

PRIMARY SOURCE : AUDIO TRANSCRIPT

“I have a dream that one day this nation will rise up and live out the true meaning of its **creed**: ‘We hold these truths to be self-evident, that all men are created equal.’”

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. . . .

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

—Martin Luther King Jr., at the March on Washington for Jobs and Freedom, August 28, 1963
an excerpt from *The Crisis*, Vol. 80, No. 7, August–September, 1963

creed a set of fundamental beliefs or principles

EXAMINE THE SOURCE

6. Evaluating Consider the author, date and place, intended audience, and purpose of this source. How useful is the excerpt in helping you understand the context and impact of the march?

7. Making Inferences Dr. King says these words from the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal.” Why might he choose these words?



Dr. Martin Luther King Jr. greets attendees at the March on Washington.

D

3½-Year-Old Protest Movement Comes of Age in Capital Rally

Claude Sitton, the author of *The New York Times* article excerpted below, had been covering civil rights for much of his career. In fact, he won a Pulitzer Prize for his writings about the civil rights movement. Sitton spent years in the South providing reports about injustices propagated against African Americans by white supremacist groups and local officials.

PRIMARY SOURCE : NEWSPAPER ARTICLE

“The changing mood of the Negro people and the urgency of their drive for equality emerged dramatically today in a show of strength by a protest movement only three-and-a-half years old.

The mass[ed] ranks of the demonstrators before the Lincoln Memorial indicated that the civil rights campaign was still gathering momentum and that it could not be slowed, much less reversed.

The outpouring of Negroes and their white supporters raised a serious question as to whether the Kennedy Administration’s civil rights proposals could ease the national crisis over the issue, even if they were adopted by a seemingly reluctant Congress. . . . Few could but ask if the seeming **resignation** with which many Negroes once accepted their place in American society had disappeared forever. . . . Today’s appeal to Congress and the nation, more than anything else, served notice that the Negro believes that he is as much a master of his destiny as any American.”

—Claude Sitton, “3½-Year-Old Protest Movement Comes of Age in Capital Rally,” *The New York Times*, August 28, 1963

resignation a feeling or acceptance that something unpleasant cannot be changed

EXAMINE THE SOURCE

8. Analyzing Perspectives What information does this source give you about the March on Washington?

9. Evaluating How does your knowledge of events help you understand the views presented by the author and others at the time? What might you tell him about the outcome of the movement in the 1960s?

Take Informed Action

21. Making Connections Today, many scholars, officials, and everyday citizens continue to call for reforms meant to secure civil liberties and expand rights and protections for marginalized groups. Identify one contemporary civil rights organization or group in your community. Write at least six interview questions for the organization and person you chose. The questions should focus on the group's background, goals, membership, and methods. Arrange for an interview and record the interviewee's answers.

✓ YOU CHOOSE

Select one of these Take Informed Action activities to apply what you've learned.

- Write a magazine feature article or blog post.
- Present, with a partner, a script of two of your interview Questions and Answers (Q&As) as back-to-back news broadcasts.
- Prepare a "then and now" slideshow presentation contrasting past and present civil rights groups and their aims.

Take Informed Action Rubric: Interviewing a Contemporary Civil Rights Activist

Self-Evaluation As you interview and synthesize information from a contemporary civil rights activist, think about the following criteria. These are the criteria your teacher will use to evaluate your Take Informed Action activity.

Peer Review Use this rubric to score the interview and product developed by another classmate or group of classmates.

	Organization	Interview	Historical Accuracy	Product
4	The piece is exceptionally well-organized and focused and demonstrates a thorough and deep understanding of the group, its goals, and the contemporary context.	Students identify a relevant civil rights group in the community and pose at least six topical, thoughtful questions to a member of that group.	The piece is well-researched and is factually accurate.	Product addresses all criteria, and provides a compelling, insightful, creative analysis.
3	The piece is well-organized and focused and demonstrates an adequate understanding of the group, its goals, and the contemporary context.	Students identify a relevant civil rights group in the community or state and pose at least six topical questions to a member of that group.	The piece is well-researched but contains some factual mistakes.	Product addresses all criteria, and provides a sufficient, thoughtful analysis.
2	The piece is organized but is inconsistent in focus and demonstrates an inadequate understanding of the group, its goals, and the contemporary context.	Students identify a contemporary group with some civil rights component and pose at least four topical questions to someone associated with the group.	The piece is not well-researched and contains some factual mistakes.	Product addresses most criteria, and provides some explanation or attempt at analysis.
1	The piece lacks organization, focus, and a basic understanding of the group, its goals, and the contemporary context.	Students fail to identify a group, in the community or otherwise, with a civil rights component. They make little effort to pose more than a few, if any, questions of relevance to someone associated with the group.	There are many factual mistakes.	Product fails to address most criteria or to attempt any explanation or analysis.
SCORE				

Reviewing the Civil Rights Movement

Summary

Origin of the Movement

During Reconstruction, Congress took some steps to protect African Americans' civil rights. But in 1896 the *Plessy v. Ferguson* decision allowed those rights to be severely curtailed by state statutes known as Jim Crow laws. These laws legalized segregation, restricting African American mobility, labor, and voting rights. Even where it was not enforced by law, de facto segregation limited African Americans' lives.

In response to institutional racism and segregation, the National Association for the Advancement of Colored People (NAACP) and other organizations began to chip away at Jim Crow laws by challenging them in court. The NAACP scored a major victory in 1954 when the U.S. Supreme Court struck down segregation in public education in *Brown v. Board of Education*. The decision caused some Southern governors to increase their resistance to integration.

The Montgomery Bus Boycott

One year after *Brown v. Board*, Rosa Parks's refusal to yield her seat on a city bus to a white man led to the Montgomery Bus Boycott. A young minister named Dr. Martin Luther King, Jr., emerged as a leading voice of the civil rights movement during the boycott. After more than a year, the boycott and legal challenges achieved the desegregation of the city transportation system. That success inspired more resistance throughout the South and led to the formation of the Southern Christian Leadership Conference (SCLC).

Also in 1955, two white men murdered 14-year-old Emmett Till. Till's death highlighted the dangers of racist violence protected by the Southern judicial system.

The Little Rock Nine

President Eisenhower had been reluctant to get involved in civil rights issues. After the governor of Arkansas used the National Guard to try to prevent nine African American students from integrating Little Rock's Central High School, Eisenhower intervened, ordering federal forces to protect the students and enforce integration at Central High School in 1957.

Sit-Ins and Freedom Rides

Civil rights activism continued into the 1960s, spearheaded by young college students. One group in Greensboro, North Carolina, used sit-ins to challenge segregation in public restaurants. Soon activists throughout the South staged sit-ins to protest segregation, many of them part of groups like the Congress of Racial Equality (CORE) and the Student Nonviolent Coordinating Committee (SNCC), led by young leaders such as John Lewis and Diane Nash.

In 1961 a group of African American and white students challenged de facto segregation on interstate buses and terminals. The Freedom Riders were attacked by violent mobs and arrested in several cities. More Freedom Riders expanded the effort. President Kennedy finally sent in federal marshals to protect the riders, but tensions continued until the Interstate

Challenging Segregation

The activism of individuals and organizations led to nation-wide legal changes. Pictured below (l to r) James Farmer, Roy Wilkins, Dr. Martin Luther King, Jr., and Ella Baker.

CORE

1943: Founded by members such as James L. Farmer on a principle of nonviolence
1961: Organized the Freedom Rides to force integration in interstate bus travel

NAACP

1909: Founded to protest lynchings and advocate for justice
1954: Argued against school segregation in *Brown v. Board of Education*
1955–1956: Supported the Montgomery bus boycotts

SCLC

1957: Created from the Montgomery bus boycott efforts
1963: Helped organize the March on Washington
1964: Organized voter registration drives in the South
1965: Helped organize the Selma March

SNCC

1960: Established by African American and white college students
1963–1964: Organized voter registration drives in the South
1965: Helped organize the March for Freedom

D Making Connections to Today

The 50th anniversary of "Bloody Sunday" in Selma, Alabama, was remembered on March 7, 2015. President Barack Obama delivered a speech explaining the significance of Selma to the civil rights movement:

"... [T]here are places and moments in America where this nation's destiny has been decided. . . .

Selma is such a place. In one afternoon 50 years ago, so much of our turbulent history—the stain of slavery and anguish of civil war; the yoke of segregation and tyranny of Jim Crow; the death of four little girls in Birmingham; and the dream of a Baptist preacher—met on this bridge. . . .

The Americans who crossed this bridge, they were not physically imposing. But they gave courage to millions. . . .

Because of what they did, the doors of opportunity swung open not just for black folks, but for every American. Women marched through those doors. Latinos marched through those doors. Asian Americans, gay Americans, and Americans with disabilities—they all came through those doors."

—President Obama, "Bloody Sunday" 50th Anniversary Speech

As President Obama notes in his speech, the civil rights movement, directly and indirectly, inspired other activist movements in the United States. Movements for Latino and Native American civil rights as well as the modern feminist and the LGBTQ movements learned from its original example.

ACTIVITY Podcast Presentation Select one of the other movements President Obama referenced in his speech and create a podcast that compares and contrasts it to the civil rights movement of the 1950s and 1960s. In what ways has the civil rights movement inspired this other movement? How were the movements similar? In what ways did they differ?

As you seek to answer these questions, focus on the following topics and explain the similarities and differences between the movements:

- The goals of each movement
- The methods used by each movement to achieve these goals
- The judicial or legislative successes of each movement

Use your student text, library, and online sources to research the movement. Then, for your podcast, describe events that help the listeners to visualize the significant moments captured in videos or photographs. Create and submit a bibliography citing the sources you used for your podcast. Publish and share your podcast with family, friends, or a larger audience.

» The right photo shows the original Selma March on March 7, 1965, crossing the Edmund Pettus Bridge. The left photo, from March 7, 2015, shows President Barack Obama (center left, in white shirt), his family, civil rights leaders from multiple generations, and former President George W. Bush and First Lady Laura Bush commemorate the 50th anniversary of "Bloody Sunday" in Selma, Alabama.



Actively Learn™

Enhance core social studies resource by augmenting a standards-based curriculum

TOPIC 02: THE AMERICAN REVOLUTION

All (8)

Explore Beyond This Time (1)

Support Students At A Lower Reading Level (3)

Build Essential Social Studies Skills (4)

Student Guide: How to Analyze Written Primary Sources

Textbook Section



Student Guide: How to Conduct an Oral History

Skill Practice



Student Guide: How to Analyze Political Cartoons

Skill Practice



☐ 5th - 6th grade
☐ 7th - 8th grade
☐ 9th - 10th grade
☐ 11th - 12th grade

ASSIGNMENT TYPE

☐ Article
☐ Skill Practice

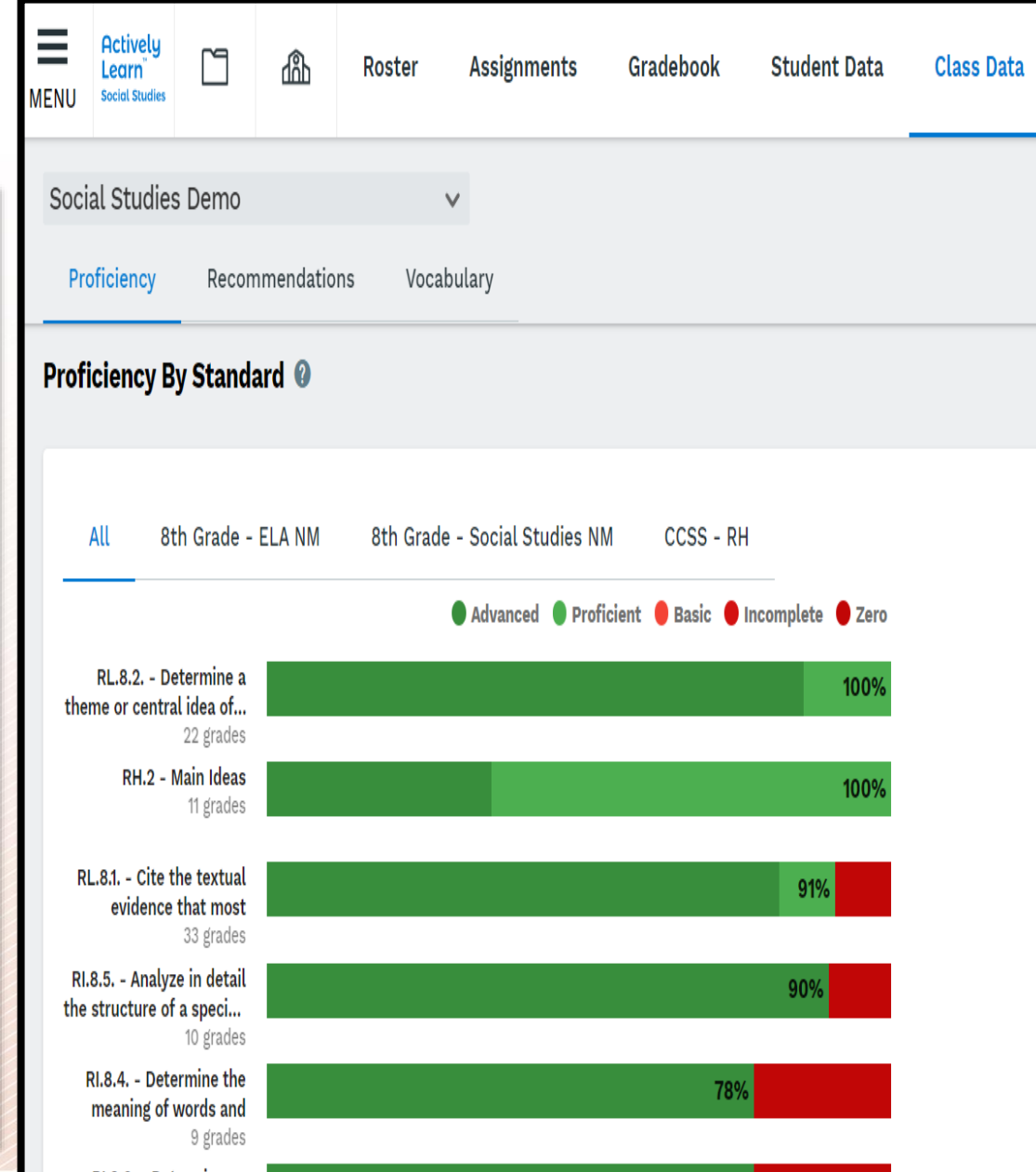
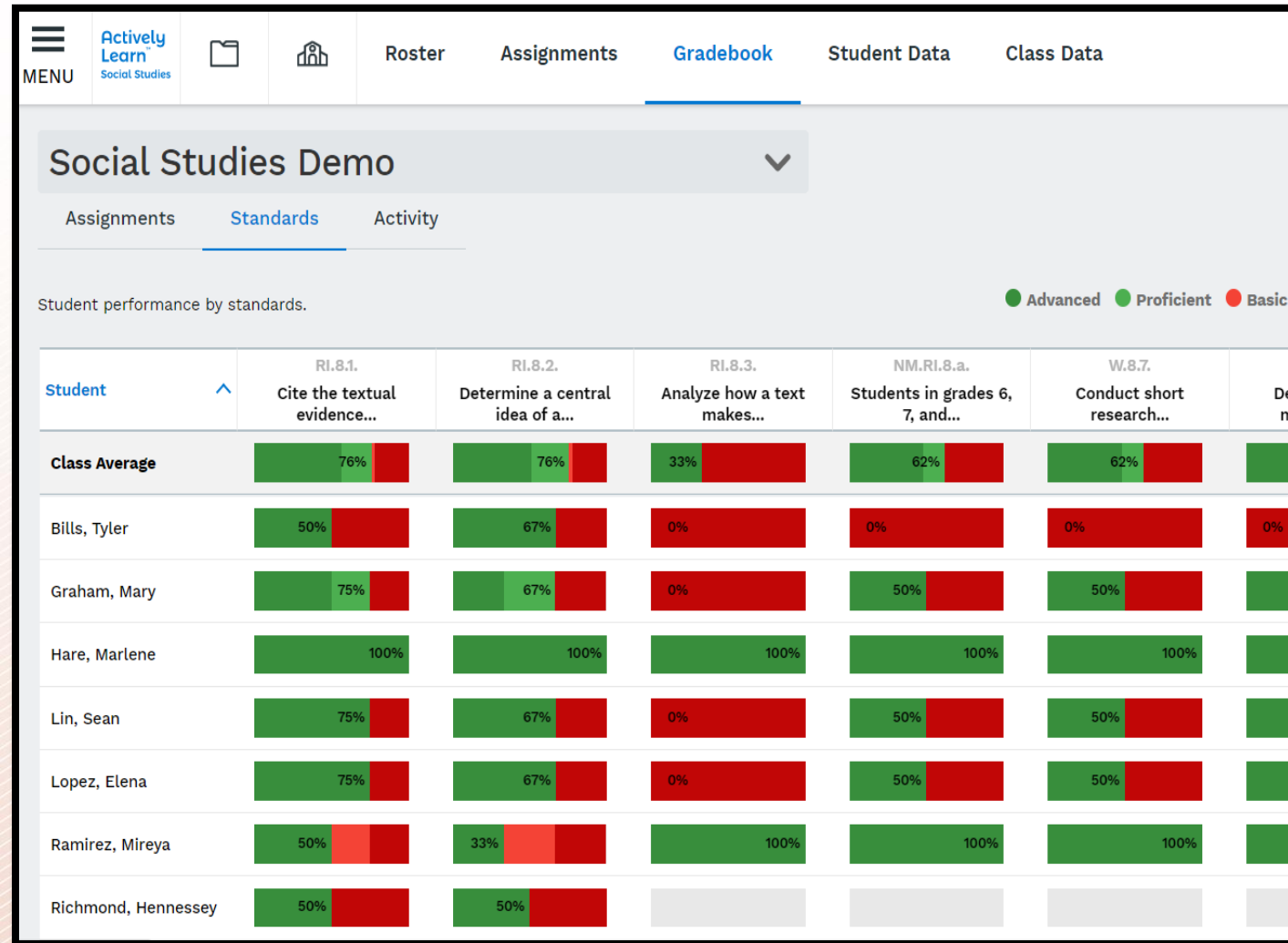
Show all assignment types

LEXILE LEVEL

☐ 450L - 790L

- Explore Beyond
- Research and Extensions
- Support for Struggling Readers
- Group projects
- Standards Connections

Data to Guide Instructional Decisions



Actively Learn™

TOPIC 02: THE AMERICAN REVOLUTION

All (8) Explore Beyond This Time (1) Support Students At A Lower Reading Level (3) Build Essential Social Studies Skills (4)

Student Guide: How to Analyze Written Primary Sources

Textbook Section



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☐ 11th - 12th grade

ASSIGNMENT TYPE

☐ Article
☐ Skill Practice

Show all assignment types

LEXILE LEVEL

☐ 450L - 790L

Enhance core social studies

- DBQ - Inquiry
- Simulations
- Standards Connections
- Organized by Topic
- Leveled Resources
- Research Projects



Create Dynamic Teaching and Learning Experiences



DIFFERENTIATED INSTRUCTION OPTIONS

China in the Middle Ages

Strategies for Differentiated Instruction

APPROACHING LEVEL STRATEGIES

READING SUPPORT

Using Selective Highlighting to Organize Ideas

Display a section of a lesson and ask a volunteer to read the passage. After each paragraph, call students to identify the main idea and the supporting details. Model highlighting these two elements using two different colors. Emphasize students that you are highlighting only the important facts or key vocabulary rather than the entire sentence. After demonstrating the technique with one section, have students work independently or in pairs to practice the skill with the next text section. Afterward, review what students have highlighted and make any needed suggestions. Ask students to write a summary paragraph based on what they highlighted.

ENGLISH LEARNER STRATEGIES

READING SUPPORT

Identifying Sequence of Events Review words that indicate the sequence of events, such as *before*, *later*, *then*, *after*, *next*, and *finally*. Then organize students into pairs. Have each partner work from a different section of the lesson to write down two or three events, putting each event on its own card or slip of paper. Partners should then exchange events. Each student should work to put the events in the correct order, adding an appropriate sequencing word at the beginning of each sentence. Have students read their sentences aloud.

WRITING SUPPORT

Writing Sentences Show students how to write sentences by beginning with words such as *first*, *then*, *after*, *next*, and *finally*. Show students how sentences can be broken into two or three clauses by punctuation such as commas or semicolons or by conjunctions. As students read lessons, encourage them to note any complex sentences. Depending on their level

Then have them read aloud a sentence from the text that uses the name. Encourage students to use the name in a discussion with another student about the context in which it appears. You might pair emerging and expanding learners with

APPROACHING LEVEL STRATEGIES

READING SUPPORT

Using Selective Highlighting to Organize Ideas

Display a section of a lesson and ask a volunteer to read the passage. After each paragraph, call on students to identify the main idea and the supporting details. Model highlighting these two elements using two different colors. Emphasize to students that you are highlighting only the important facts or key vocabulary rather than the entire sentence. After demonstrating the technique with one section, have students work independently or in pairs to practice the skill with the next text section. Afterward, review what students have highlighted and make any needed suggestions. Ask students to write a summary paragraph based on what they highlighted.

WRITING SUPPORT

Developing Quiz Questions

Have partners work together to write a set of five quiz questions about China in the Middle Ages on one of these categories: Dynasties, Mongols, Culture, Technology, Society, and Important People. Remind students that their questions should focus on the most important content. When the partners have completed their question sets, organize the class into a review quiz. Give each pair the chance to read a question aloud and then ask the rest of the class to volunteer to answer. Continue with the activity until each pair has asked at least two of their questions. Caution students to avoid asking any question that covers a topic already asked.

HISTORICAL THINKING SUPPORT

Finding Clues to Cause and Effect

Review words that indicate events linked as cause and effect, such as *because*, *since*, and *as a result*. Then organize students into pairs and tell them they are "cause detectives." As partners read through a lesson, have them separately flag examples of causes and effects in China (such as changes made when a new dynasty takes power or the results of a new technology). They can note each instance using sticky notes, digital highlighting, or a running list. When both students in a pair have finished a lesson, the partners should look over what they have each flagged and discuss possible common themes, such as changes in government, the actions of individuals, or the influences of people or groups from outside China.

DIFFERENTIATION

Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials
- Review and Apply Activity

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials
- Lesson Quiz

For Students With Special Needs

- An Audio read in the Student Edition eBook
- Differentiate the Activity suggestions for Approaching Level

For Enrichment

- Hands-On Topic Project
- Differentiate the Activity suggestions for Beyond Level

Use the online **Approaching Level Reader** to help students who are reading below grade level.

Implementing the Program

Robust **Implementation** courses

Step-by-step tech tutorials

Ongoing support for Digital Platform Success

Supporting Teaching Day by Day

Videos of model teaching at point-of-use

Connections to an **online teacher community**

Building Mastery

Courses for online mastery

Webinars and White Papers by educational leaders

Access to Professional Development

Make Learning Relevant to Your Students

- Compelling questions and narratives that **make learning relevant!**
- Activities that help students **engage with present day issues** and affect change
- Explore **History Through the Lens of Those Who Lived It**
- **Culturally responsive connections**
- **Engaging, new multimedia** content including Primary Sources
- Targeted **personalized learning** for every student
- **Continually updated content** that brings today into the classroom