

Activity Page 1.1

Use with Chapter 1

Letter to Family

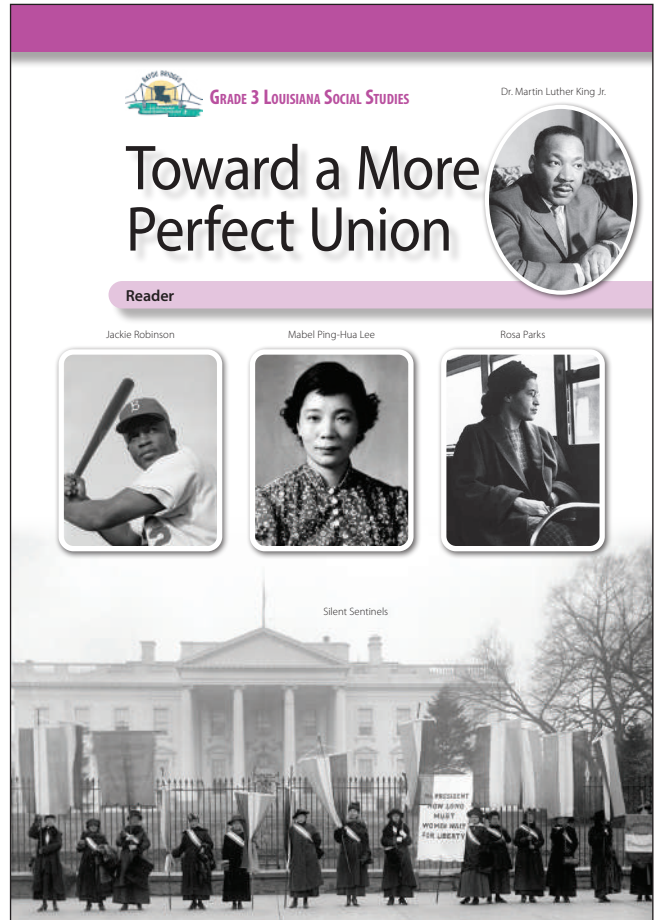
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the movements for women's suffrage and civil rights. They will learn how groups of people worked together to ensure that the rights put forth in the founding documents of the United States applied to larger segments of the population.

In this unit, students will study influential figures in the fight for women's suffrage, such as Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Mabel Ping-Hua Lee, and Alice Paul; learn about Civil Rights Movement leaders such as Jackie Robinson, Rosa Parks, Ruby Bridges, and Martin Luther King Jr.; analyze primary and secondary sources; and evaluate claims and evidence.

As part of their exploration, students will learn a little bit about discrimination and segregation in the United States. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

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Name _____ Date _____

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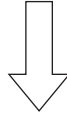
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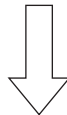
SOURCE:

Claims and Evidence

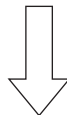
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|---------------------------|---|
| _____ | 1. convention | a) the refusal to follow certain laws as a form of peaceful protest |
| _____ | 2. naturalized | b) the freedoms and legal protections guaranteed to all citizens |
| _____ | 3. demonstration | c) a formal gathering of people for a purpose |
| _____ | 4. civil rights | d) a public display of support or opposition |
| _____ | 5. discrimination | e) a position of leadership |
| _____ | 6. boycott | f) a group of people working together for a shared cause |
| _____ | 7. reformer | g) to officially start the term of a public official at a ceremony |
| _____ | 8. suffrage | h) to stand outside a certain place to show opposition to something |
| _____ | 9. public figure | i) a person who is well known or famous |
| _____ | 10. equal rights | j) to say or do something to show disagreement |
| _____ | 11. office | k) the act of keeping people separate, usually on the basis of race |
| _____ | 12. protest | l) the unfair treatment of people because of something they cannot change |
| _____ | 13. segregation | m) to refuse to buy a product or use a service out of protest |
| _____ | 14. movement | n) having gained citizenship in a new country |
| _____ | 15. inaugurate | o) a person who works for reform, or positive change |
| _____ | 16. picket | p) the name given to the fight to end segregation and discrimination against African Americans in the United States |
| _____ | 17. Civil Rights Movement | q) the things that the citizens of a country are allowed to say and do, based on the laws of that country |
| _____ | 18. civil disobedience | r) the right to vote |

Assessment: Chapter 1—Women’s Suffrage

A. On your own paper, write the letter(s) that provides the best answer.

1. Which of these rights did women not have in the 1800s? (3.7)
 - a) The right to teach
 - b) The right to marry
 - c) The right to work
 - d) The right to vote

2. How did Lucretia Mott feel about Elizabeth Cady Stanton’s demand that women should have the right to vote? Select the **two** correct answers. (3.7)
 - a) She thought it was asking too much too soon.
 - b) She thought slavery was a bigger problem.
 - c) She did not think women needed to vote.
 - d) She thought it was long overdue.
 - e) She did not agree.

3. Use the quote to answer the question.

“We hold these truths to be self-evident: that all men and women are created equal.”

Which founding document does Elizabeth Cady Stanton echo in this quote? (3.7, 3.10.e, 3.11)

 - a) the Declaration of Independence
 - b) the United States Constitution
 - c) the Inauguration Speech
 - d) the Bill of Rights

4. How did newspapers react to Stanton’s demand for women’s suffrage? (3.7)
 - a) They took it seriously.
 - b) They never covered it.
 - c) They thought it was a joke.
 - d) They respected her bravery.

5. Who was given the right to vote in the Fourteenth Amendment? (3.7)
 - a) American men over age eighteen
 - b) Native American people
 - c) American male citizens
 - d) American women

6. Use the image to answer the question.



What was Susan B. Anthony doing in this image? (3.6.a, 3.7)

- a) She was attending the World Anti-Slavery Convention.
 - b) She was arguing about the Fourteenth Amendment.
 - c) She was writing the Declaration of Sentiments.
 - d) She was illegally voting in an election.
7. How was Sojourner Truth especially gifted? (3.6.a, 3.7)
- a) She could win any debate.
 - b) She was a beautiful writer.
 - c) She was a powerful speaker.
 - d) She helped people escape slavery.
8. How did Mabel Ping-Hua Lee work for women's equality? Select the **two** correct answers. (3.6.a)
- a) She led a suffrage parade of ten thousand people.
 - b) She published the Declaration of Sentiments.
 - c) She attended the World Anti-Slavery Convention.
 - d) She published "The Meaning of Woman Suffrage."
 - e) She wrote an autobiography about her experiences.

Use the image to answer questions 9 and 10.



9. Who organized this demonstration at the White House? (3.7)
- a) Alice Paul
 - b) Susan B. Anthony
 - c) Mabel Ping-Hua Lee
 - d) Elizabeth Cady Stanton
10. Which phrase best explains a way in which the suffragists shown in the photograph hoped to achieve their goal? (3.4, 3.4.a, 3.7)
- a) by changing the minds of citizens and representatives in government
 - b) by preventing people from entering government buildings
 - c) by boycotting the government
 - d) by going to court

11. Use the quote to answer the question.

“He has compelled her to submit to laws, in the formation of which she had no voice.”

What is the author saying in this line from the Declaration of Sentiments? (3.7)

- a) Women should be able to run for office and own property.
 - b) Women should not have to follow the same laws that men follow.
 - c) Because women cannot vote, they have no say in the laws they have to follow.
 - d) Because women cannot run for office, they cannot make laws that apply to men.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Explain two different methods that suffragists used to accomplish their main goal. Use evidence from the chapter to support your answer. (3.4, 3.4.a, 3.4.c, 3.6.a, 3.7)

Assessment: Chapter 2—The Civil Rights Movement

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.



What does this image show? (3.7)

- a) segregation
 - b) equal rights
 - c) civil rights
 - d) suffrage
2. Use the image to answer the question.



How did this man change professional sports? (3.6.a, 3.7)

- a) He demanded special treatment from teammates and fans.
- b) He was the first African American player in an all-white professional sports league.
- c) He was the first African American professional baseball player to break the home run record.
- d) He was the first African American player to be on more than one professional sports team at the same time.

3. What was the main cause of the integration of New Orleans public schools? (3.7)
- a) a decision by the Supreme Court
 - b) a large march in Washington, D.C.
 - c) a new law passed by Congress
 - d) a boycott in New Orleans
4. What kind of school did Rosa Parks attend as a child? Select the **two** correct answers. (3.7)
- a) It was for African American and white children
 - b) It did not have enough supplies for all.
 - c) It was a one-room schoolhouse.
 - d) It held classes all year round.
 - e) It was large and new.
5. Use the image to answer the question.



- Why did this woman get arrested? (3.7)
- a) She challenged the voting laws in her state.
 - b) She started a sit-in to challenge segregation in restaurants.
 - c) She refused to give up her seat on a bus for a white passenger.
 - d) She organized African American children to integrate all-white schools.
6. What Supreme Court decision resulted from the actions of Rosa Parks? (3.7)
- a) It was against the law to prevent African American people from voting.
 - b) It was against the law for people to take part in a boycott against a city.
 - c) It was against the law for people to take part in the Civil Rights Movement.
 - d) It was against the law to make African American people sit in segregated seating on public transit.

7. Select **one** person for **each** accomplishment in the chart to show how these people helped the Civil Rights Movement. Mark the box to connect the person to their accomplishment. (3.6.a, 3.7)

Accomplishments	a) Ruby Bridges	b) Rosa Parks	c) Dr. Martin Luther King Jr.	d) Jackie Robinson
1. spoke against segregation and championed nonviolent protest				
2. refused to give up a seat on a bus and started a large protest against segregation				
3. used position as a famous sports hero to gain support for civil rights				
4. helped integrate an elementary school in Louisiana				

8. What did Martin Luther King Jr. believe could bring about great change? Select the **two** correct answers. (3.6.a, 3.7)
- a) sit-ins
 - b) church services
 - c) education for all
 - d) winning lawsuits
 - e) peaceful protests

9. Use the image to answer the question.



What action is being shown in this image? (3.7)

- a) a boycott of a diner that didn't serve African American people
- b) the March on Washington that occurred in 1963
- c) the success of the Civil Rights Movement
- d) a sit-in at a segregated lunch counter

10. Use the image to answer the question.



Which of the following took place at the event shown in the image? (3.6.a, 3.7)

- a) The Civil Rights Act was passed.
- b) Dr. King gave his "I Have a Dream" speech.
- c) People watched Jackie Robinson play baseball.
- d) A federal holiday was established in Dr. King's honor.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Explain one method used to gain equality during the Civil Rights Movement of the 1950s and 1960s and one effect of the Civil Rights Movement on African Americans.

As you write, be sure to fully answer all parts of the prompt, using information and examples from your knowledge of social studies. (3.4, 3.4.a, 3.4.c, 3.5, 3.6.a, 3.7)

