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Series: Applying Common Core

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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no WHST.6-8.3. However, this form of writing was included in this book (W.6–8.3) because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

» *Summarize primary or secondary sources.*

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

» *Summarize the steps of a process or historical event.*

Craft and Structure

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

» *Use context to decipher the meanings of difficult words.*

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

» *Determine how the author has ordered the information.*

RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

» *Interpret a reading with a visual.*

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

» *Informative writing.*

W.6-8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

» *Creative writing. (This is not required for social studies teachers.)*

Production and Distribution of Writing

WHST.6-8.4

Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

» *Write for a specific audience.*

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

» *Use writing process.*

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

» *Research to answer a question.*

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

» *Use multiple credible sources when researching and summarize findings in own words.*

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

» *Support essays with information or quotes from texts.*

Range of Writing

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Martin Luther King Jr. and Malcolm X

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.10

By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class discusses what they already know about Martin Luther King Jr. and Malcolm X.
- Students read the text independently, highlighting any facts that are different from facts shared by the class.
- Students share the facts they highlighted with a neighbor, then the class.
- Students independently answer questions.

EXTENSIONS

- Have students learn about or read the comic book *Martin Luther King and the Montgomery Story*. Produced and distributed in the 1950s, this book tells the story of the Montgomery Bus Boycott and describes key aspects of protesting peacefully.
- Assign students to analyze Martin Luther King Jr.'s "I Have a Dream" speech or "Letter From Birmingham Jail."
- Show the class excerpts from Spike Lee's film *Malcolm X*.
- Have students investigate the role of the CIA in the lives of Malcolm X, Martin Luther King Jr., and other Civil Rights leaders.

MARTIN LUTHER KING JR. AND MALCOLM X ^{1/3}



Martin Luther King Jr. and Malcolm X, 1964

Although they are probably the two most famous men from the Civil Rights Movement, Malcolm X and Martin Luther King Jr.'s life stories are more dissimilar than they are alike. Despite both becoming known for their articulate speeches, their paths to becoming Civil Rights spokesmen could hardly be more different. Also, even though they had the same overall goal, equal rights for African Americans, they initially had opposing views on how to achieve it. They only met once, and it was for less than a minute, but their legacies remain forever intertwined.

Martin Luther King Jr. and Malcolm X both accomplished a great deal in their lives. Martin Luther King Jr. might be the most famous African American in history. King's name adorns streets, schools, and public buildings, and there is even a national holiday to celebrate his legacy. Among his many accomplishments is the Montgomery Bus Boycott. He organized this demonstration in 1955 after Rosa Parks refused to get up from her seat on the bus. The boycott lasted for 381 days and resulted in the Supreme Court ordering Alabama to desegregate their buses. In 1963 King led the Birmingham campaign, where thousands of peaceful protesters demonstrated against the city's prejudiced hiring practices and businesses' refusal to serve African American customers. Overwhelmed by the numbers, police shot protesters with water from fire hoses and sent police dogs after them. Americans around the country watched this on television, horrified. His most famous moment was probably in 1963 when he delivered his "I Have a Dream" speech

to over 250,000 people in front of the Lincoln Memorial during the March on Washington. Soon after he was selected as *TIME* magazine's "Man of the Year," and the Civil Rights Act of 1964, which he was promoting, was passed.

Malcolm X might be best known for the various changes he went through in his life, both in his social standing and his political beliefs. As a young man, he became involved in crime and in 1946 was sent to jail for six years for a burglary. While an inmate, Malcolm X joined the Nation of Islam, an organization founded by African American Muslims that believed a separation of the races was necessary for black people to gain equality. After he was released from prison, he rose to become the Nation of Islam's most famous spokesman. Because of his speaking skills and charisma, Malcolm X is given much of the credit for the movement's numbers exploding from 400 in 1952, when he was released from jail, to 40,000 by 1960. Despite his popularity, Malcolm X remained highly controversial, advocating gaining equality by "any means necessary," including force, and referring to white people as "devils." But after a break with the Nation of Islam in 1964 and a trip to Mecca, Malcolm X became open to America's race issues being resolved peacefully. He was assassinated soon after he left the Nation of Islam. As evidenced by the popularity of the Alex Haley–penned *The Autobiography of Malcolm X* and the 1992 Spike Lee film based on it, his life story has proved inspirational well after its much-too-early end.



Martin Luther King Jr., 1964

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Martin Luther King Jr. and Malcolm X had very different childhoods. King had a stable family life. His father was a successful Baptist preacher, and his mother's gentle nature helped balance his father's strictness. Apart from struggling with the effects of segregation and losing a grandmother with whom King was close, there were no major upheavals in his life. On the other hand, Malcolm X's early life, when he was known as Malcolm Little, was defined by tragedy. His dad was a Baptist minister and outspoken about black rights. Malcolm's father became a target of white supremacists, with them likely being responsible for burning down his house in 1929 and his death in 1931. Struggling with depression over losing her husband and having to raise seven children on her own, Malcolm's mother had a mental breakdown. In 1937 she entered a mental institution, and the children were sent away.

Outside of both being intelligent, their educational paths were also quite different. King was a particularly precocious student, skipping two grades and starting college at fifteen. He received his first post-graduate degree at the racially mixed Crozer Theological Seminary, where he was class president and valedictorian. King later earned a Ph.D. in systematic theology at Boston University. Malcolm was also a good student and, despite being the only black student at his middle school, was elected class president. Unfortunately, when he told a teacher he wanted to become a lawyer, the teacher told him he should be more realistic and consider carpentry. He dropped out of school soon after, at age 15. Malcolm X believed he received his true education when he was in prison from 1946 to 1952. He became a voracious reader there. This is also when he converted to the Nation

of Islam and changed his last name from “Little” to “X”. He considered “Little” to be a slave name because a slave owner had given it to his ancestors.

Martin Luther King Jr. once said, “I feel that Malcolm has done himself and our people a great disservice.” This illustrates the vast differences between their views before Malcolm X left the Nation of Islam. Many people often emphasize that Malcolm X encouraged violence, but when asked about his quotations that seemed to imply this, he clarified, “It doesn’t mean that I advocate violence, but at the same time, I am not against using violence in self-defense.” Still, this stands in stark contrast to King, who was consistently a leading proponent of peaceful demonstrations. Inspired by Gandhi, King declared, “We must meet violence with non-violence.” In 1964 King even was awarded the Nobel Peace Prize. King and Malcolm X were probably most different in their views on integration of African Americans and white people. King stated that he had a dream that “one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.” However, the Nation of Islam argued for a separate black state, and Malcolm X once declared, “We want no part of integration with this wicked race of devils.”

Malcolm X did not carry many of these views at the end of his life. He changed tremendously after his trip to Mecca, saying, “America is the first country . . . that can actually have a bloodless revolution,” and, “White, black, brown, red, yellow, doesn’t make any difference what color you are.” It appeared that their views were converging, despite having traveled very different paths to get there. Sadly on February 21, 1965, within a year of Malcolm X’s trip to Mecca, three Nation of Islam members shot him. Three years later an escaped convict ended Martin Luther King Jr.’s life on April 4, 1968, outside a hotel in Memphis. Despite their different approaches, both men dedicated, and lost, their lives working to empower African Americans. Their ultimate sacrifice to a cause still fought for today continues to inspire.

MARTIN LUTHER KING JR. AND MALCOLM X QUESTIONS ^{1/2}

1. Was this reading organized chronologically, comparatively, or causally? Explain.
2. When Malcolm X's house burned down, he remembered, "The white police and firemen came and stood around watching as the house burned to the ground." How might experiences like this have affected his future views?
3. List four similarities between Malcolm X and Martin Luther King Jr.
4. List four differences between Malcolm X and Martin Luther King Jr.
5. Why did Malcolm X change his last name?

