



HAPPY SUMMER!



Here are some fun learning websites to keep practicing those math and reading skills throughout the summer.



Practice math and Reading skills.
<https://login.i-ready.com/>



Fun videos and lessons on all subjects.
<https://www.brainpop.com/>



<https://www.ixl.com/>
P:
U:



<https://www.abcya.com/>
Choose your grade Level and start playing.



<https://www.funbrain.com/>

<http://www.magickeys.com/books/#ya>

Or

[storylineonline](http://storylineonline.com)



<https://kids.nationalgeographic.com/>



Science Online:

NASA STEM

<https://www.nasa.gov/education/materials/>



Technology Online:
GoCoderz

<https://gocoderz.com/amazon-future-engineer-available-courses/>



Art Online:
Crayola ED

<https://created.crayola.com/at-home-learning-home/homelearning>



Physical Education Online:
NFL Play 60

<https://aha-nflplay60.discoveryeducation.com/videos>



Music Online:
Sphinx Kids

<http://www.sphinxkids.org/>

Rights

A **right** is a privilege or a claim to something. At the national level, the U.S. Constitution guarantees really big rights such as freedom of expression, freedom to peacefully assemble, freedom to petition the government, freedom of worship, and the right not to have the government search your stuff without a warrant. In fact, these rights are guaranteed to *everyone* living in the U.S. — not just U.S. citizens! Rights that belong only to U.S. citizens include voting in a federal election, serving on a jury, and running for federal political office. State constitutions repeat many of the guarantees in the U.S. Constitution, but they often add more. Your state constitution might guarantee the right to a free education or equal rights for men and women. A city charter gives you the right to services your city provides, such as sidewalks or parks.



Would it be a problem if the U.S. Constitution talked about sidewalks?



Maybe it seems like your school handbook contains a lot of things kids aren't supposed to do, and very few "rights." But look closer... Sometimes rights are the flip side of responsibilities. If the handbook says you can't do something, it is silently giving you the right to do something else. For example, the handbook might say not to throw food in the cafeteria. That is silently saying you have the right to eat in the cafeteria! If the handbook says "No inappropriate t-shirts," it is silently saying you have the right to wear appropriate t-shirts. At home, you probably don't have a handbook of rights. Even so, the adults in charge may give you the right to eat the food they buy or the right to watch TV and play video games.

⇒ What rights do you have at your school? At your home?

Responsibilities

Responsibilities are duties to other people, the government, or society. At home, you are responsible for doing what the adults in charge ask you to do. You might have to sweep the floor, wash the dishes, or even wash the dog! At school, you are responsible for following the rules. You're probably not supposed to throw paper airplanes, chew bubble gum, wear your hat backwards, or carry weapons.



City charters and city ordinances list the rules that apply in the city. For example, an ordinance may say, "There is a \$50 fine for flying a kite in the park." That means you've got a responsibility not to fly your kite there. Paying taxes is a big responsibility you'll find at all levels, including the state level. Your state might have taxes on property you own, income you earn, and even stuff you buy at the store.



The U.S. Constitution does not have a list of responsibilities, but it does create a government that can't work if people don't participate. Voting in federal elections and serving on a jury are two responsibilities just for U.S. citizens, and they require participation. What if nobody showed up to vote? Or what if they voted without understanding the issues? How could you have a jury trial if everyone refused to do jury duty? These are responsibilities U.S. citizens have to both society and the government. The Constitution also gives Congress the power to make laws, and all U.S. residents have a responsibility to follow the law.

⇒ What other responsibilities do you have? At which level?

Did you know it's illegal to yell "Fire!" in a crowded theater? Responsibility for public safety comes before the right to



Citizen Me

Name: _____

You Are a Citizen

You may not go around thinking of yourself as a citizen, but you are one. A **citizen** is a member of a community who has rights and responsibilities. A **community** is a group of people who share an environment. The word "citizen" can have two meanings:

- People who live in a certain place or are a member of a certain community.
- People who are legally recognized by a nation as owing loyalty to that nation and being entitled to protection by the nation.



Every day, you are part of several different layers of community. That means you have many different levels of citizenship! At each level, you have rights and responsibilities.

Levels of Citizenship



The people you live with at home make up the smallest "community" you belong to. Your school or workplace is a community, too. These are the people you interact with outside your home every day. You are also a citizen of the city or county where you live. Our nation is made up of 50 states, a district, and five territories. You're a citizen of the state or territory where you live, too!

Finally, you are a citizen of your country. To be a citizen of a country, you must be legally recognized by that country. Usually that happens when you were born there or you went through a process to become a citizen. Even so, non-citizens living in a country are still "citizens" in the sense that they are members of the community.

⇒ Can you think of any other levels of citizenship that you have?

Sources of Rights and Responsibilities

Citizens have rights and responsibilities, but where do those rights and responsibilities come from? That depends on the level of citizenship.

In the United States, at the national level we are guaranteed a list of rights in our **Constitution**. The Constitution was written when our nation was born, and it sets the rules for how our nation will run. Laws passed by the U.S. Congress can also create rights.

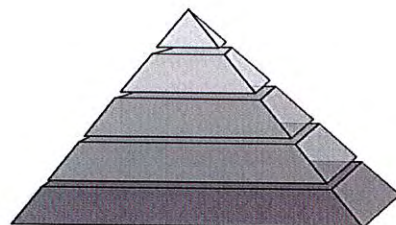
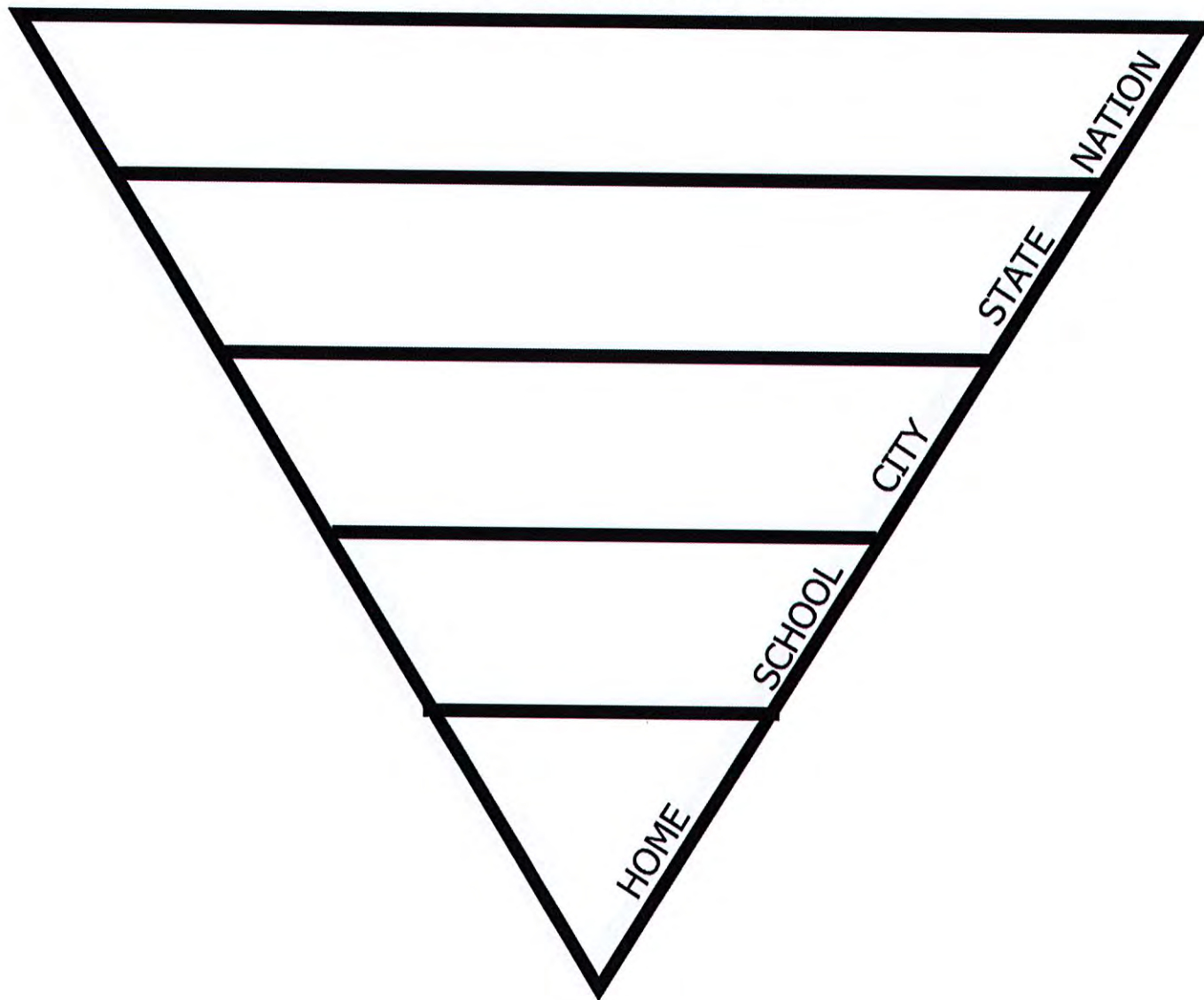
Each state also has its own constitution and its own set of laws. State constitutions and state laws contain the rights and responsibilities of state citizens. Cities often have a **city charter** that tells how the city will run. Cities also pass laws, which are usually called **ordinances**.

Most schools have a school handbook that lists the students' rights and responsibilities. (Workplaces usually have an employee handbook.) At home, the adults in charge decide what your rights and responsibilities will be. Maybe you even have a written list of your responsibilities and what you are allowed to do!

⇒ Can you think of any other sources of rights and responsibilities?

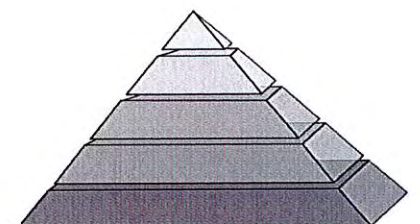
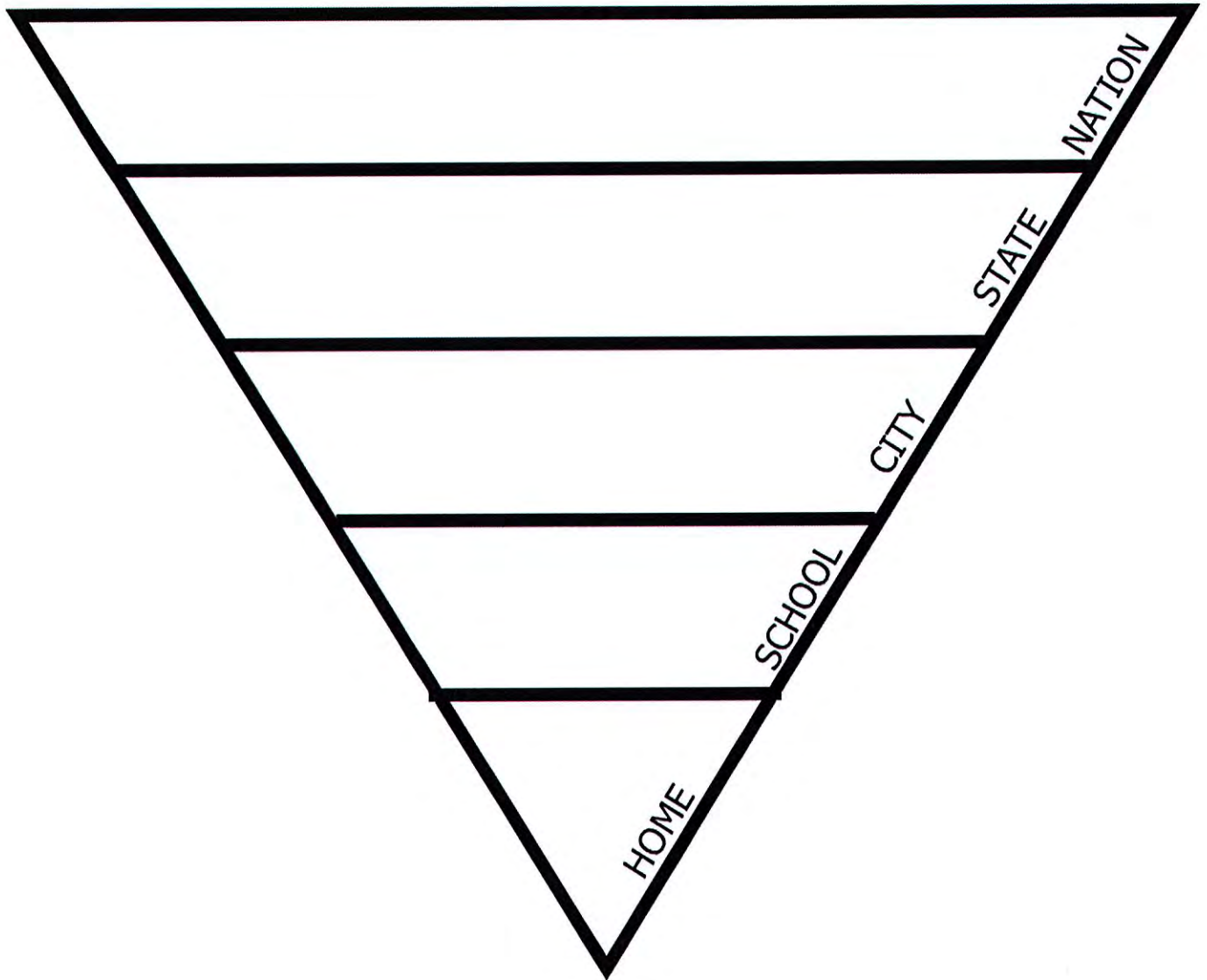


RESPONSIBILITIES

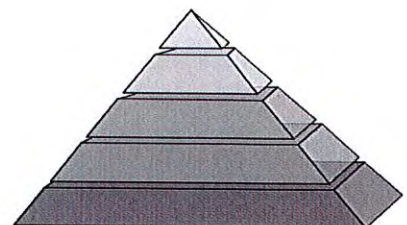
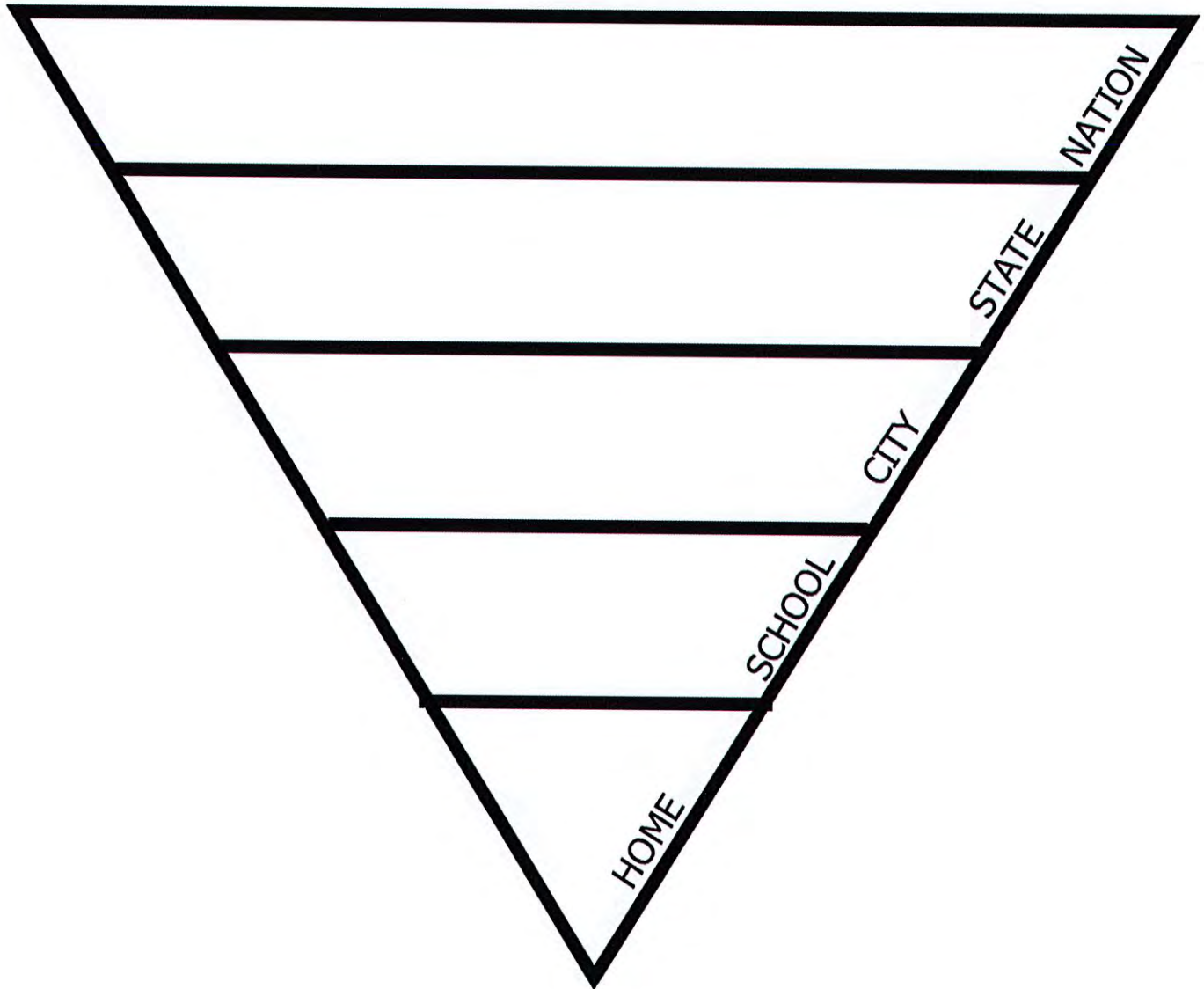


Citizenship Pyramid p.4

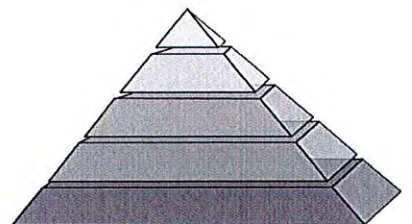
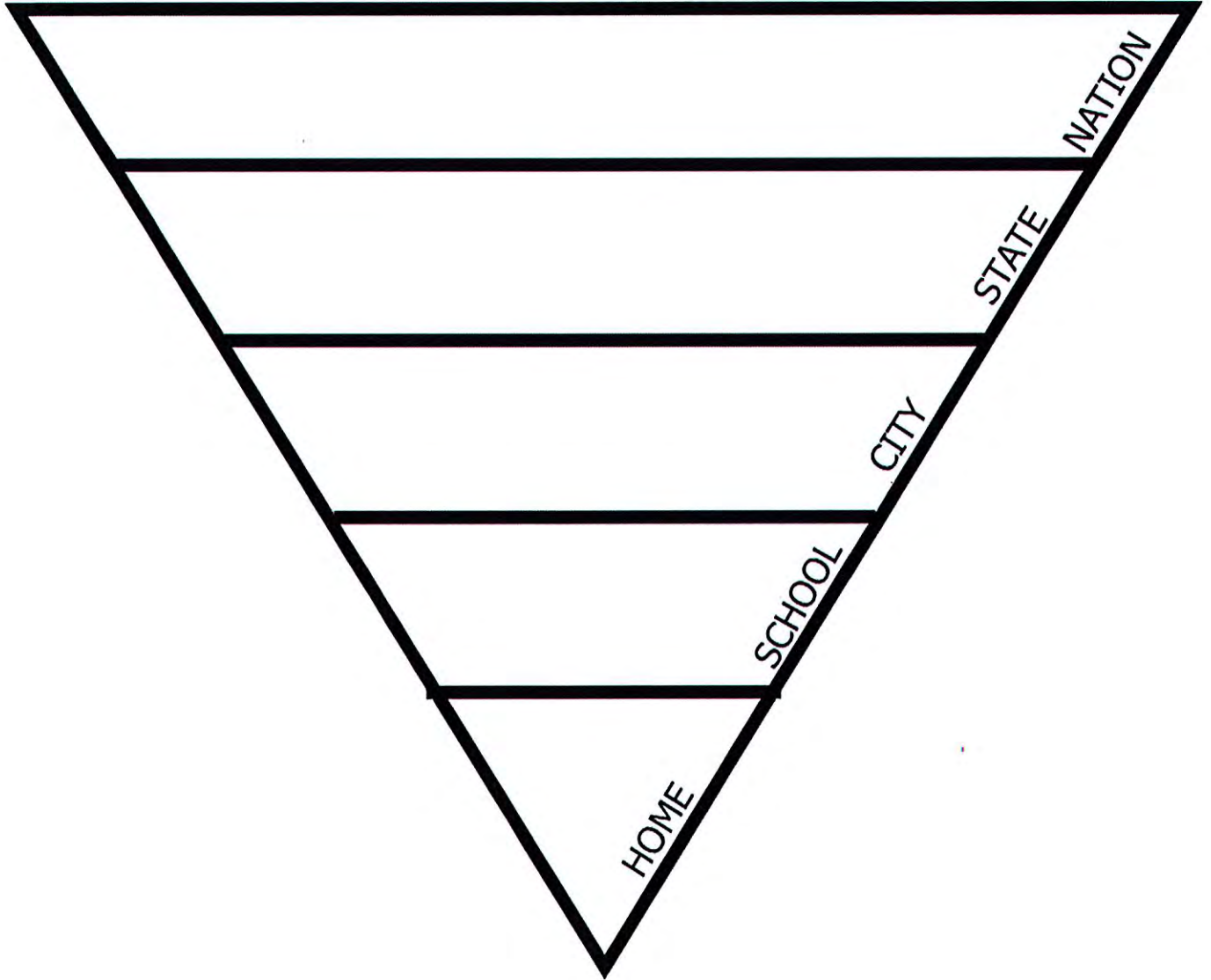
RIGHTS



SOURCES



LEVELS



Citizenship: Just the Facts

Name: _____

D. Matching.

Match each sentence with the correct ending.



- _____ 1. Male U.S. citizens age 18 - 26 must register with ...
- _____ 2. People who weren't born U.S. citizens can still obtain citizenship through a process called...
- _____ 3. Someone who has betrayed his or her country might be convicted of...
- _____ 4. When you are a member of a country with full rights and responsibilities in that country, you have...
- _____ 5. Another word for loyalty is...
- _____ 6. You can find a list of rights guaranteed to all U.S. residents in the Bill of Rights, which is...
- _____ 7. When Americans sing "The Star-Spangled Banner," they are singing...
- _____ 8. The final step of becoming a naturalized U.S. citizen is taking the...
- _____ 9. When Americans say the Pledge of Allegiance, they are...
- _____ 10. Every July 4, Americans celebrate...

- A. a crime called treason.
- B. allegiance.
- C. the U.S. national anthem.
- D. Independence Day.
- E. the Selective Service.
- F. showing loyalty to the flag.
- G. Oath of Allegiance.
- H. citizenship.
- I. naturalization.
- J. the first ten constitutional amendments.

E. Not So Long Ago.

Math? In social studies?? Sure! Use your subtraction skills to find out how long each group has been allowed to vote in the U.S.

	African Americans	Women	People 18 - 20
<i>The year right now:</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Year amendment passed:</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>Do the math to find out how many years ago it was:</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>

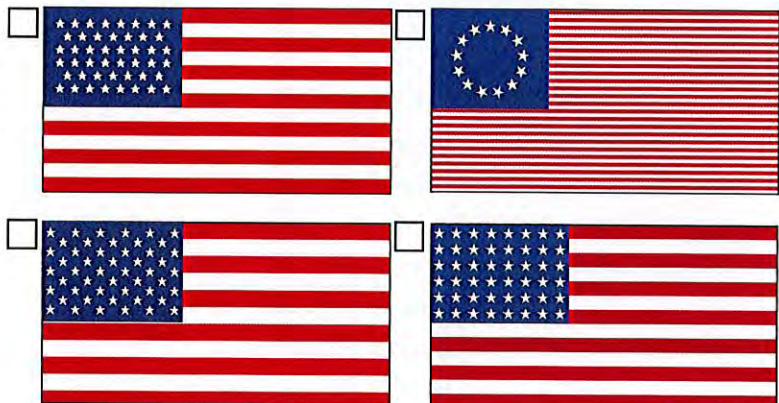
F. Find That Flag!

Solve this puzzle:

- Right now, there are 50 states.
- The last two states to be admitted were Alaska and Hawaii in 1959.
- Before that, no new states had been admitted since Arizona and New Mexico became states in 1912.

What did the flag look like in **1940**?

Check the box next to the correct flag.



Citizenship: Just the Facts

Name: _____

A. Citizenship Checkup. Decide whether each person is already a citizen, eligible for naturalization, or must wait to apply.



I was born in the Philippines, but I've been living in the U.S. as a permanent resident.

1. Citizen Eligible Wait

I'm 20 years old, and I was born in Korea. My parents are both U.S. citizens.



2. Citizen Eligible Wait



I'm 34 years old. My mother and father are citizens of Russia. I have been a permanent resident in the U.S. for 3 years.

3. Citizen Eligible Wait

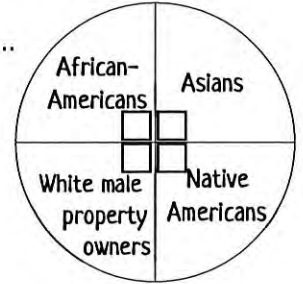
I'm only 17 years old, but I just got to spend a year living in Paris! I was born in Helena, Montana.



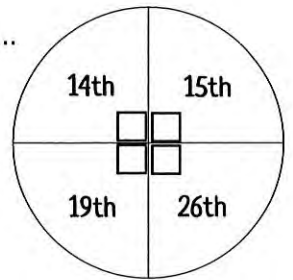
4. Citizen Eligible Wait

B. Which One Doesn't Belong? Check the box in the part of each circle that does not belong. Explain why it's a mismatch.

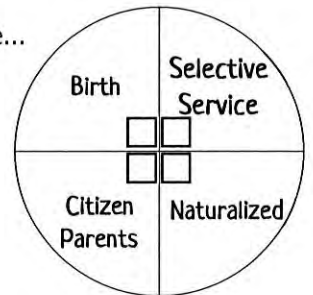
1. It's a mismatch because...



2. It's a mismatch because...



3. It's a mismatch because...



C. Citizenship & Voting. This is a lesson about citizenship, so why all the information about voting rights? What does citizenship have to do with voting? That's the question YOU are going to figure out right here! Read the facts about voting, then explain the connection.

Explain the relationship between citizenship and the right to vote:

Facts About Voting

- The people who vote get to choose who will be part of the government.
- People elected to government make decisions about issues that affect everyone.
- The people's power to vote is the way change happens in government.

Citizenship: Just the Facts

Name: _____

Birth

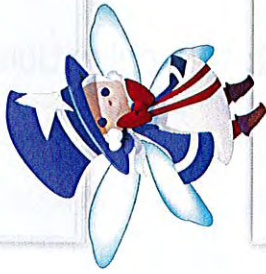
Two main ways to be a U.S. citizen by birth:

- _____
- _____
- _____
- _____

Naturalization

List 6 requirements:

- _____
- _____
- _____
- _____
- _____
- _____



CITIZENSHIP

HISTORY

ALL ABOUT U.S. CITIZENS

RIGHTS & RESPONSIBILITIES

Rights

3 rights only for U.S. citizens:

- _____
- _____
- _____

3 rights for ALL U.S. residents:

- _____
- _____
- _____

Responsibilities

Everyone in the U.S. must:

- _____

Responsibilities for U.S. citizens:

- _____
- _____

Male U.S. citizens must:

- _____

Citizenship

Groups given the right to U.S. citizenship after 1860:

- _____
- _____
- _____

Voting

Group that always had the right:

- _____

Groups given the right in...

- 1870: _____
- 1920: _____
- 1947: _____
- 1971: _____

DUTY & HONOR

Allegiance

Allegiance: All U.S. citizens

must be _____ to the U.S.

Treason: _____

Pledge of Allegiance: _____

Patriotism

Patriotism: The _____

_____ most citizens feel with their country.

U.S. National Anthem: _____

Independence Day: _____

allegiance:

loyalty to a person, country, or belief

abjure:

reject

fidelity:

loyalty

potentate:

ruler

heretofore:

before now

bear arms:

carry weapons

noncombatant

service: non-fighting duties

under civilian

direction: not led by the military

reservation:

doubt

evasion:

avoiding the truth

The Naturalization Oath of *Allegiance*

I hereby declare, on oath, that I absolutely and entirely renounce and *abjure* all allegiance and *fidelity* to any foreign prince, *potentate*, state, or sovereignty of whom or which I have *heretofore* been a subject or citizen;

that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic;

that I will bear true faith and allegiance to the same;

that I will *bear arms* on behalf of the United States when required by the law;

that I will perform *noncombatant service* in the Armed Forces of the United States when required by the law;

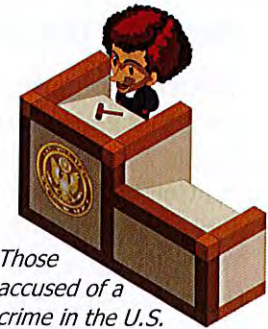
that I will perform work of national importance *under civilian direction* when required by the law;

and that I take this obligation freely without any mental

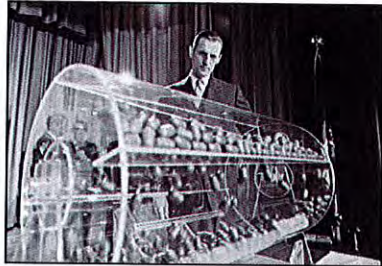
Citizenship: Just the Facts

Rights in the United States

The United States is known for the rights and freedoms given to those who live here. The first ten amendments to the U.S. Constitution are called the **Bill of Rights**. They list important rights that are guaranteed to all people in the United States—not just citizens! These are rights like the freedom of expression and the freedom to worship, assemble peacefully, and petition the government, as well as the right to be free from unreasonable searches by government officials. But some rights are only for U.S. citizens. These include the right to vote in federal elections, the right to run for federal political office, and the right to serve on a jury.



Those accused of a crime in the U.S. have the right to a speedy trial.



If needed, the Selective Service would use a lottery to draft men to serve.

Responsibilities, Too!

Along with all these freedoms come some responsibilities. Everyone in the U.S. is responsible for obeying laws. Citizens are also responsible for voting in elections and serving on juries when asked. (Yes, these are both rights *and* responsibilities!) Male citizens between ages 18 and 26 must also register with the **Selective Service System**. In a time of national emergency, this agency is authorized to call up these citizens to serve in the armed forces.

U.S. Citizenship Timeline

- 1776 You must be a white male *and* own property to vote!
- 1791 All white males may vote even if they don't own property!
- 1795 "Free white persons" will become citizens after living in the U.S. for five years.
- 1848 80,000 Mexican residents of the Southwest are granted citizenship after the Mexican-American war.
- 1857 In *Dred Scott v. Sandford* the U.S. Supreme Court rules that African Americans who were brought into this country as slaves could never be citizens.
- 1868 The 14th Amendment overrules *Dred Scott v. Sandford*, giving citizenship to African Americans.
- 1870 Laws changed to say that "white persons and persons of African descent" can be citizens; The 15th Amendment gives African Americans the right to vote!
- 1913 Several states enact Alien Land Laws prohibiting non-citizens from owning property.
- 1920 The 19th Amendment allows women to vote!
- 1924 All Native Americans are granted citizenship.
- 1940's All laws banning Asians from becoming citizens are overturned.
- 1947 Native Americans are given the right to vote!
- 1952 U.S. Congress passes a law that citizenship cannot be denied because of race or gender
- 1965 The Voting Rights Act gets rid of all barriers to voting, such as taxes and literacy tests
- 1971 The voting age is lowered from 21 to 18 by the 26th Amendment!



U.S. Citizenship: Just the Facts

Name: _____

Already A U.S. Citizen?

Citizenship means being a member of a country and having full rights and responsibilities under that country's law. Some people are born a United States citizen. People who are born in the United States are automatically citizens at birth. So are people born outside the U.S. to parents who are both citizens. The rules can get a bit complicated for people born outside the U.S. who have only one citizen parent, but generally they are also citizens at birth.



Citizen Parents



Born in the U.S.



Naturalized



New citizens take the Oath of Allegiance at a naturalization ceremony in Boston.

Becoming a U.S. Citizen

What if you weren't born in the U.S. and neither of your parents are U.S. citizens? You can still become a citizen through a process called **naturalization**. To qualify, applicants must be at least 18 years old and have been permanent residents of the United States for 5 years. (There is one shortcut: People who serve in the U.S. military for at least one year can become citizens sooner because they have demonstrated their commitment to the United States.) Applicants must also have good character, speak English, and pass a civics test and an interview. As a final step, they must take an **Oath of Allegiance** swearing loyalty to the United States and our Constitution.

Allegiance: Citizens Owe It

People who go through the naturalization process aren't the only ones who must be loyal to the United States. *All* U.S. citizens owe allegiance to our country. **Treason** is the act of betraying your country, and the U.S. Constitution makes this crime punishable by death! People who were born citizens may not think about allegiance as much as those preparing to take the Oath, but you can probably remember a time when you've said this word... Maybe even this morning! Americans often say the **Pledge of Allegiance** to show loyalty to the United States flag and the nation it stands for.



The U.S. flag has one stripe for each of the 13 original states and one star for each current state. Right now there are 50 stars.



Each Memorial Day, Americans in towns across the nation line up to watch local parades honoring those who have died.

Love of Country

Beyond owing allegiance to the United States, most U.S. citizens feel a deep bond with their country. We call this feeling **patriotism**. Many citizens get emotional when they hear the national anthem, which is called **The Star Spangled Banner**. Every July 4th, Americans celebrate **Independence Day**—the day the Declaration of Independence was signed in 1776, when the American colonies declared their independence from Great Britain. Other national holidays, such as **Presidents' Day**, **Martin Luther King, Jr. Day**, honor the lives and sacrifices of important Americans. **Memorial Day** and **Veterans Day** are two national holidays honoring those who lost their lives or served in the U.S. military, and they can be very emotional days for many U.S. citizens.

Civic Action and Change

Name: _____

Directions: Create your own I AM chart. Complete this chart by answering the questions and thinking like a civil rights mover and shaker!

Inform!

Title: _____

Facts and Figures: What is the situation?

Issue: What is the problem?



Goal: What is the solution?



Act!

Message: What do you need to say?
Who needs to hear it?

Outcome: What does the change look like?

Action: How will you take the message to the audience? (You can write it and draw it!)

Maintain!

Keep it Up! What is the next step for your movement? How do you continue your work?

Civic Action and Change

Name: _____

A. Vocabulary:

Select the best synonym for the underlined word in each sentence.

- ___ 1. Discrimination is one form of unfairness. A. discrimination
- ___ 2. All of the groups in this lesson faced unequal treatment. B. awareness
- ___ 3. Protests and boycotts creates public understanding about a civil rights cause. C. injustice

B. Make it Accessible!

Look at each image. Decide whom each accommodation helps and how it helps.



Laws that allow guide dogs inside public places.

Helps Whom? _____

Helps How? _____



Closed captioning prints what is being said on TV.

Helps Whom? _____

Helps How? _____



Ramps as an alternative to stairs or steps.

Helps Whom? _____

Helps How? _____



Bumpy pavement beside train tracks or roads.

Helps Whom? _____

Helps How? _____

C. And in This Corner...

Every group met opposition during its fight for change. Match each movement with its opposition.

The Movement

- ___ 1. The **Equal Pay Act 1963** made it illegal for men and women to get paid different wages for doing similar work.
- ___ 2. The **Americans with Disabilities Act** requires all buildings used by the public to be accessible for the disabled.
- ___ 3. After court cases involving **Native American land rights** the US government allowed tribes to hunt and fish on their reservation and on land that had been taken away and sold to white settlers.
- ___ 4. The **Agricultural Worker Protection Act of 1983** required safe transportation and housing for migrant farm workers and made employers tell workers they will receive in exchange for their labor.

The Opposition

- A. Changing existing buildings, especially old ones, is really expensive. The government is not helping pay for the changes that have to be made.
- B. Other countries don't have strict labor laws. We can't compete with their cheap fruits and veggies if we have to spend money on houses and buses!
- C. Women miss more work because they are usually the ones to stay home when a kid is sick. They also take maternity leave when having a baby.
- D. It is not fair that some Americans can use land when other Americans are not allowed. Being a part of one group shouldn't give them more rights.

Civic Action and Change

Name: _____

Directions: Cut out the 10 boxes and glue to the IAM worksheet in the correct order. Read each box carefully to see how these movements met specific goals.



Passing ADA didn't fix everything. People needed to understand how to be sensitive to the needs of disabled people. Some businesses didn't want to pay to install accommodations so disabled people could be included. This kind of education became a new goal for the movement.

There were other problems that had not been solved. Years later, a law called IDEA (Individuals with Disabilities Education Act) helped children get access to public schooling despite their disabilities. IDEA requires public schools to provide a "free appropriate public education" that meets a disabled student's needs.

People with disabilities wrote "Discrimination Diaries" that talked about daily experiences with barriers and discrimination and sent them to lawmakers. Activists also blocked Greyhound buses demanding wheelchair lifts.

Facts

- 19% of the population in the U.S. has at least one disability.
- 8% of kids under 15 are disabled.
- Disabled people make up the largest minority group in the U.S.

Facts

- In 1971, girls made up only 7% of high school sports participants.
- That same year, 42% of college students were women.

Problems

- People with disabilities were not able to *access* public places and use public transportation.
- Laws banning discrimination did not protect the disabled.

Problems

- Girls lacked sports teams and after school activities at school because schools focused their money on boys' activities.
- Women were discriminated against when they applied for college & jobs.

Groups used court cases, petitions, protests, and Congressional hearings to pressure the government to create a law that gives women and girls equal access to educational and extracurricular activities.

The Americans with Disabilities Act

(ADA) was signed into law by President Bush in 1990. It banned discrimination based on disability in employment, public services, transportation, and communication. It also helped define a disability as an impairment that limits one or more major life activities.

Getting Title IX passed was a huge victory, but was met with resistance by many. The athletic part of the law required that there be equal funding and opportunity for male and female athletic teams. Coaches and supporters of male teams stated that funding for male sports teams suffered and that there was now discrimination against the guys!

These arguments against Title IX have been dismissed by the court system, but the subject is still controversial.

Supporters of the law continue to watch and make sure that women get equal opportunities in school and in athletics.

Title IX(9) was signed into law by President Nixon in 1972. It banned gender discrimination in all education programs and extracurricular activities in schools funded by the government. Now 40% of high school sports players and 57% of college students are female!

Civic Action and Change

Name: _____

People with Disabilities

Facts

Problems

Actions

Laws

What happened next...

INFORM

ACT

MAINTAIN

Women

Facts

Problems

Actions

Laws

What happened next...

Women

Today it is hard to imagine that not so long ago, women in the United States had no political or social rights. For example, they were not allowed to vote, own property, attend college, or even be doctors or lawyers. In 1848, the first women's convention met to discuss the need for change. These meetings grew into what became the **Women's Rights Movement**. Thanks to that hard work, women got the right to vote when the **19th Amendment** was passed in 1920.

In the 1960s, women's rights activists focused on a woman's right to privacy and on equal opportunities for women at school and at work. For example, the **Equal Pay Act of 1963** promised equal pay for equal work. Employers were prohibited from discriminating based on gender. They also could not discriminate against women who were pregnant or had young children. Modern women continue to face equality issues, and many national groups are fighting for women's equality.



Farm Workers

In the late 1960s, migrant farm workers began to bring awareness to the poor working and living conditions of minorities who worked for large producers. They created the **United Farm Workers Union** so the workers would be able to organize. This group made demands for improved conditions. The UFW organized the most successful boycott in history when they convinced people to stop buying grapes. After five years, vineyard owners were forced to sign labor contracts protecting workers' rights. The Migrant and Seasonal Agricultural Worker Protection Act of 1983 put some key laws in place to protect farm workers from employer abuse, but many problems continue. The movement to protect farm workers' rights is still very active today.



People with Disabilities

Over 50 million people in the United States have at least one physical, mental, or learning disability. These disabilities have been the basis for **discrimination** in public places, schools, and jobs. Disabled people also had limited access to **public services** like transportation.

The **Civil Rights Act of 1964** made it illegal to discriminate against people because of their race, religion, or gender—but not because of disability. People with disabilities fought for their rights by talking to their elected representatives, writing letters and articles, and trying to meet with lawmakers. When companies and individuals refused to meet with them, disability rights activists used more extreme actions to have their concerns heard. You will learn about the two major laws that came out of this movement later in the lesson.



The protest sign refers to discrimination faced by African-Americans, who before 1964 were forced to sit at the back of public buses in many places.

American Indians

In the 1960s and 1970s, Native Americans living on reservations were faced with extreme unemployment, lack of health care and education services, and very poor living conditions. The Native history and lifestyle were constantly challenged by new laws and threats to the land on which the people lived. Activists fought for equal treatment and protection of traditional ways by bringing attention to these **injustices**. As a result of their work, Congress passed laws protecting Indian land. Successful court challenges led to protection for Native American hunting and fishing areas.



Civic Action and Change

Name: _____

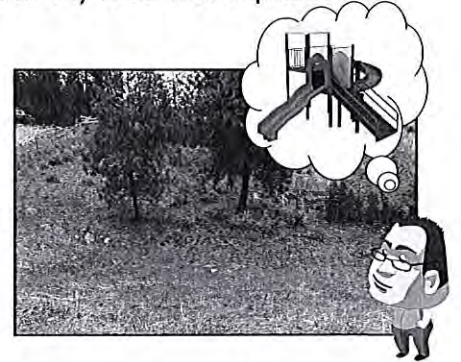
Recipe for Change



Civic action describes all the things people do to bring about social and political change. A democracy like ours is based on citizens engaging the government. When people take civic action, the government responds. Civic action can involve a million people marching in Washington, D.C. or a few people calling attention to a problem in their own hometown. The Civil Rights Movement of the 1950s and 1960s was a time when thousands of Americans were fighting for change, and their civic action was highly visible in the news media. Civic action still happens every day. Have you heard or seen any recent examples?

Civic Action Requires a Plan

Activism happens when people see a problem, gather together with a set of goals, and make a plan. Sometimes civic action plans take place at the local level. For example, people might set a goal to turn an abandoned lot into a playground. To achieve a bigger goal, such as getting a law changed, the group will need to take their plan to the state or national level and get lawmakers to listen.



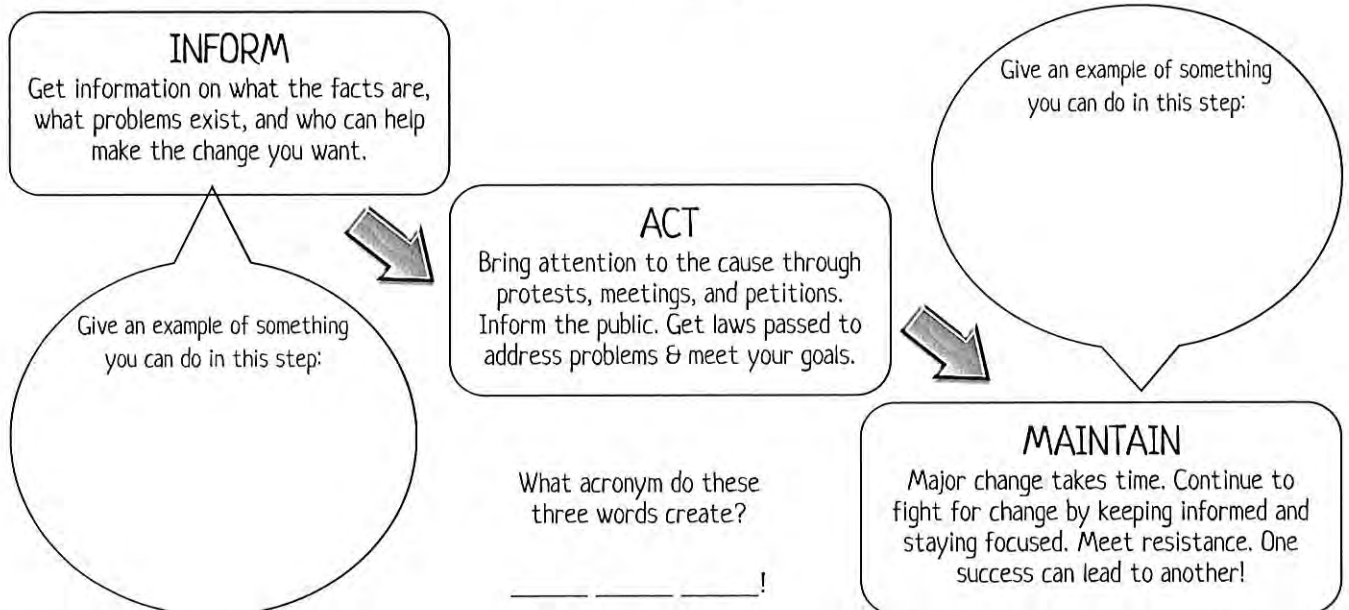
Civic Action is a Process



Civic action on the state or national level isn't like a school project that is over in a few weeks. It takes years or even decades to make changes in government and society. Think about all the work involved! First, a group that wants change must educate the public and lawmakers about the problems that exist. Sometimes this means changing peoples' attitudes and misconceptions. Then, the group must work to get laws passed, make sure the laws are carried out correctly, and maybe even defend the laws against challenges in the courts. It takes all three branches of the government to make change, as well as the "fourth branch"—citizens!

Three Steps of Civic Action

Every group or person may have a different goal for change, but the process they will go through to make change is always the same. Civic action has three main steps:



INFORM

Get information on what the facts are, what problems exist, and who can help make the change you want.

Give an example of something you can do in this step.

ACT

Bring attention to the cause through protests, meetings, and petitions. Inform the public. Get laws passed that address your problems & meet your goals.

What acronym do these three words create?
_____!

MAINTAIN

Major change takes time. Continue to fight for change by keeping informed and staying focused. One success can lead to another.

Give an example of something you can do in this step.

Civic Action and Change

Name: _____



Take Action!

Read the situations and check the actions that you think would be the most effective way of making a positive change.

Situation One: There are too many stray cats and dogs in your town! Which *two* things would you do?

- Hold a bake sale to raise money for the local animal shelter.
- Write an editorial for the newspaper telling readers about the problems homeless animals face.
- Convince local veterinarians to donate their time for a spay and neuter clinic once a month.
- Set up an adoption service to take animals off the streets and into loving homes.
- Put food out on your back porch.

Situation Two: Kids in school are getting into fights more often than ever! What *two* actions would you help with?

- Have a rally at the school where a guest talks about non-violence and how to cool down.
- Volunteer as a mentor for younger students and discuss ways to deal with anger.
- Share information about teen violence with the students in your school.
- Ask the school board to add a class about anger management and communication skills to the curriculum.
- Try to get into fewer arguments with your friends and family.



Anticipation Activity

Civic Action and Change

Name: _____



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- Try to get into fewer arguments with your friends and family.



Anticipation Activity

Civil War & Reconstruction

Name: _____

D. Name that Amendment! Select the correct Reconstruction amendment for each item.

Former slaves and men of all races can vote.

13th 14th 15th

If you are born in the U.S., you are a U.S. citizen.

13th 14th 15th

Slavery is illegal in the United States!

13th 14th 15th

Former slaves are protected by law and are considered citizens.

13th 14th 15th

Due process and equal protection are guaranteed to all.

13th 14th 15th

E. Impacting the Future. Which of the three Reconstruction amendments do you think had the greatest impact? Explain your answer.

F. Is That Fair? Based on the idea of due process, do you think these laws are constitutional? Write yes or no.

- _____ 1. People accused of a crime must be told what crime they're being accused of.
- _____ 2. People are only allowed to vote if they can pass a reading test.
- _____ 3. The government can disconnect your television service if you're watching unapproved programs.
- _____ 4. A school that suspends a student must notify the parents and give a reason for the suspension.
- _____ 5. People who look irresponsible cannot get a driver's license.
- _____ 6. Evidence obtained illegally cannot be used to convict someone in court.

G. Equality! Read each fictional law and identify the group that is being discriminated against. Use the word bank for your answers.

the disabled racial minorities
senior citizens working mothers

- 7. You are not allowed to work if you are over the age of 65. _____
- 8. People of different races have to go to different schools. _____
- 9. Public buses and trains do not have to be accessible to people in wheelchairs.

- 10. Women can not teach school if they are pregnant. _____

Civil War & Reconstruction

Name: _____

A. Vocabulary. Use the word bank to complete each sentence.

due process secession Emancipation Proclamation equal protection Reconstruction

1. In the _____, Lincoln announced that all slaves in the South were free.
2. The period of rebuilding after the Civil War is called _____.
3. The _____ crisis occurred when eleven southern states declared their independence from the United States.
4. The 14th Amendment says that the government must treat all people the same way. This idea is called _____.
5. Fair treatment by the government, or _____, comes in two types: *substantive* (what the law says) and *procedural* (how the law is enforced).

B. Taking Sides. Match the quote with who probably said it.

"I grow cotton, but I can't afford to own slaves. If they are freed, they might try to take my job!"

"I think slavery is terrible! Slavery is not needed and should be illegal! The government should do something about this."

"Slaves are necessary to my cotton business. The government shouldn't tell me how to run my plantation!"

Northern Abolitionist



Southern Slave Owner



Poor Southern Farmer



C. Confederacy or Union? Connect the person or term with the correct side of the war.

The North

United States of America (USA)



President Abraham Lincoln

Soldier Nickname: Billy Yank (Yankee)

President Jefferson Davis

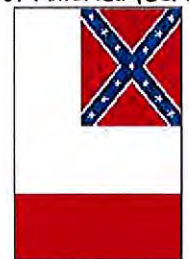
National Capital: Richmond, VA

Soldier Nickname: Johnny Reb (Rebel)

National Capital: Washington, DC

The South

The Confederate States of America (CSA)



What if? At the end of the Civil War, the Southern states had to become part of the United States again. Which of these steps would you recommend if you were in charge of creating a united country in 1865?

Column One

Punish the South, so those states don't try to secede again!

Forbid former Confederate leaders from voting and running for office.

Make the Southern states rewrite their constitutions, pass the 14th Amendment, and give former male slaves voting rights before they can get back into the Union.

Send troops into the South and have them keep an eye on things.

Replace the old state governments with new officials who will protect the rights of African Americans and follow the new rules.

Total Selected

Column Two

Let the Southern states come back into the Union without being punished.

Pardon (officially forgive) former Confederate soldiers if they promise to support emancipation.

Let the Southern states decide how they will enforce civil rights laws.

Allow the people that were in charge before the war regain control of the state governments.

Try to forgive and forget. It will be better if everyone puts this mess in the past.

Total Selected

Civil War & Reconstruction

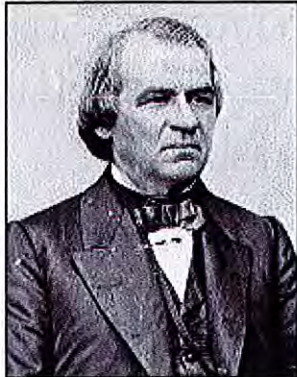
Name: _____

Ending the War, Ending Slavery

In January 1865 – three months before the war ended – Congress passed the **13th Amendment** to the Constitution, outlawing slavery in the United States. The war ended when the Confederacy surrendered in April 1865. After that, all states were once again part of the United States of America. In December 1865, slavery was finally abolished in the entire United States when the last state ratified (passed) the 13th Amendment.



Soldiers buried at Arlington Cemetery



President Johnson

Reconstructing a Nation

President Abraham Lincoln is said to have saved or “preserved the Union” by winning the war to keep all the states together. But the war left much of the South destroyed and disorganized, and the Southern states needed to be made part of the United States again. The new president, Andrew Johnson, believed the Southern states should be let back into the U.S. with no consequences. But many in Congress wanted to make sure the Southern politicians were punished for seceding. They also did not want Southern politicians to interfere with the new freedom of African Americans. This period of rebuilding after the Civil War is known as **Reconstruction**. Many in the South resisted the changes, and the federal government had to send troops to enforce the new civil rights laws.

Changing the Constitution

The 13th Amendment did not end the former slaves’ troubles. Many Southern states quickly passed laws to restrict what little freedom the former slaves had. Something more was needed to expand and protect the rights of the former slaves. As part of the Reconstruction effort, Congress added two more amendments to the Constitution. In 1868, the **14th Amendment** guaranteed citizenship to all people born in the U.S. This amendment also gave all citizens the right to *due process* and *equal protection under the law*. In 1870, the **15th Amendment** gave all men the right to vote regardless of their race or whether they had been slaves before the war.



Due Process

Due process means people have the right to be treated fairly by the government. There are two kinds of due process. One has to do with what a law actually says. Laws must be fair and reasonable. The government cannot pass laws that unfairly limit people’s life, liberty, or property. The other type of due process has to do with how laws are enforced. Government officials must follow certain rules or procedures when they enforce laws. They cannot take away or limit someone’s life, liberty, or property without following those rules.

Equal Protection

Equal protection under the 14th Amendment means the government must treat people equally. Unreasonable discrimination by the government is not allowed. If a law does treat one group of people differently, the government must prove there is a good reason for it. Courts will decide if that reason is good enough to let the law stand. Both equal protection and due process were rights that African Americans lacked due to their race and former state of slavery. By granting these rights, as well as the right to vote, the Constitution expanded citizenship to a whole new group of Americans.





The Constitution: Something's Missing

The Constitution set up the rules for our government. The first ten constitutional amendments, called the Bill of Rights, listed the rights that citizens should expect. But when these documents were written, over one third of the population of the United States was not considered citizens. These were the slaves and free blacks living in the United States. They were born in the U.S., worked in the U.S., and died in the U.S. — but were not protected by the founding documents or by state laws. It took a war between the states to bring changes to the Constitution that would end slavery and set the path for greater equality.

States Taking Sides

We don't hear much about new states being added to the United States anymore. But in the early 1800s, several new states were added to the union. One of the hot topics of the day was whether these new states would allow slavery (like the Southern states) or ban it (like most of the Northern states). Over time these two regions had developed in different ways, which led to conflict. Check out the map to see which states allowed slavery and which didn't.



Civil War!



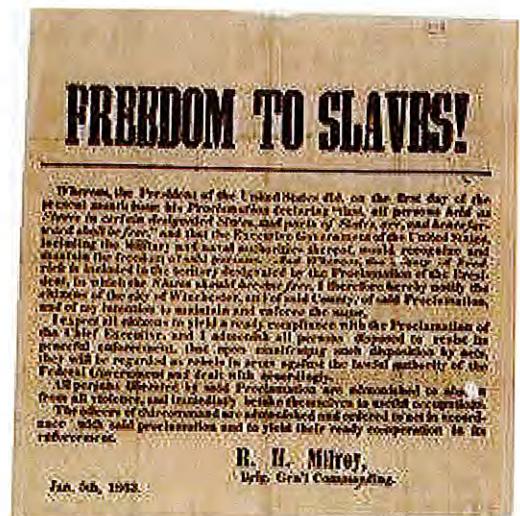
Soldier with battle flag

The debate over slavery and rights was a main factor leading to the bloodiest war in our country's history. The slave states in the South decided they would be better off as a separate nation, so they *seceded* from the United States. **Secession** means separation or breaking away. But President Abraham Lincoln did not want the nation to be divided. War began between the southern states, which called themselves the Confederate States of America, and the northern states, which were still known as the United States of America. President Lincoln led the United States during the war. The Confederate States set up its own government and military. This "War Between the States," now called the Civil War, deeply and bitterly divided Americans on both sides.

Emancipation

In the middle of the war (1863), President Lincoln issued the **Emancipation Proclamation**, declaring that all the slaves in the South were free. (Emancipation means freedom). Although it was a huge and important step, it didn't have much immediate effect. It did not help slaves in the South, because the Confederate States of America had its own government and did not feel bound by proclamations by the United States president. It also did not help slaves in states that had not seceded.

Even so, the Emancipation Proclamation was a big deal. Although it failed to free any actual slaves, it did send a strong message: When the war was over, slavery in the U.S. would end. The U.S. government took this as a sign to move forward with additional laws that changed citizens' rights in America.



Civil War & Reconstruction

Name:



What do you know about the Civil War? List as many terms, ideas, names, and events as you can that relate to this period of history.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

You can draw images too!



Civil War & Reconstruction

Name:



What do you know about the Civil War? List as many terms, ideas, names, and events as you can that relate to this period of history.

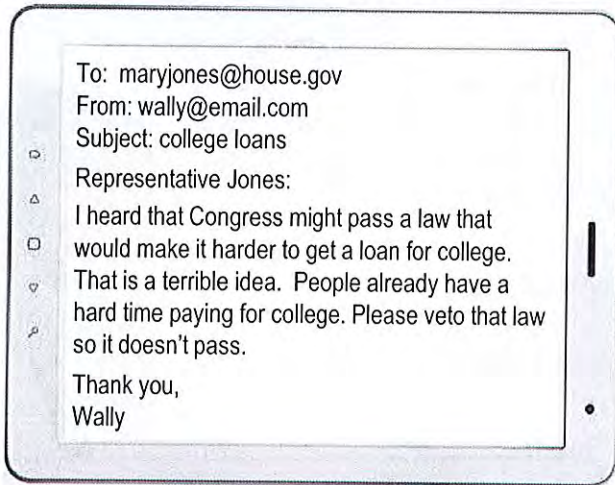
- 1.
- 2.
- 3.
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- 9.
- 10.
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- 15.
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- 17.
- 18.
- 19.
- 20.

You can draw images too!



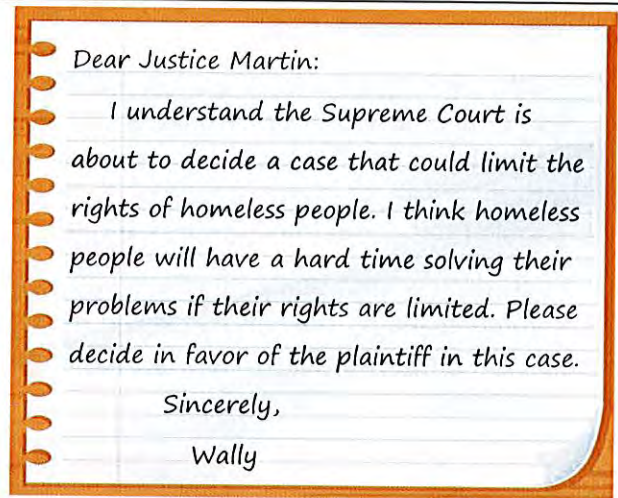
The Fourth Branch: YOU!

Name: _____



- 4)  

Here's the problem, Wally:



- 5)  

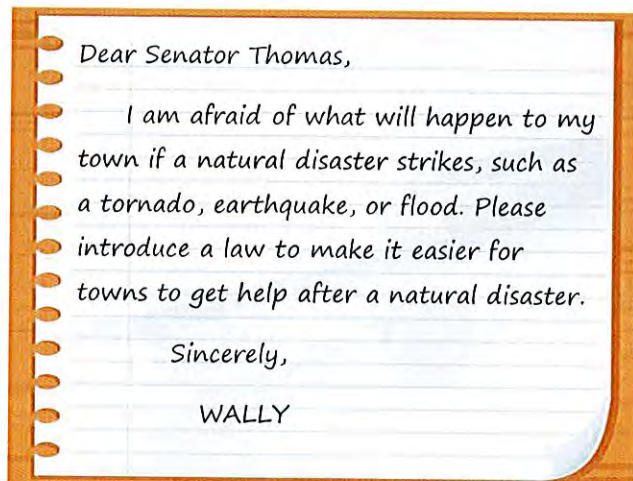
Here's the problem, Wally:



Aide: *Hello, Office of the President.*
 Wally: *Hello, my name is Wally. I heard that Congress just passed a law to fund an expedition to Saturn. I think it's really important for us to know more about the other planets. Please tell the President to sign that law!*

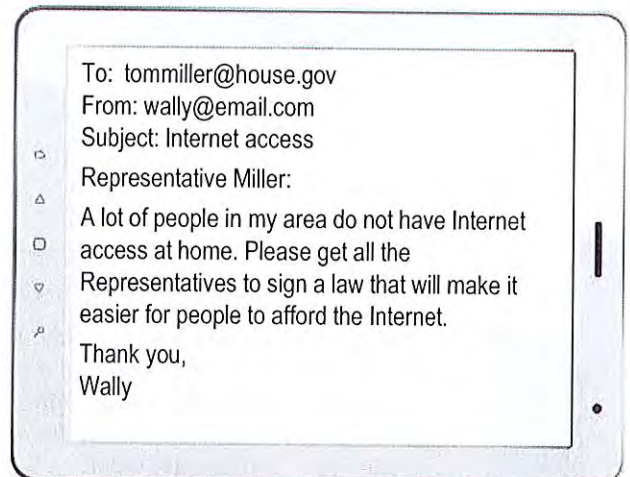
- 6)  

Here's the problem, Wally:



- 7)  

Here's the problem, Wally:



- 8)  

Here's the problem, Wally:

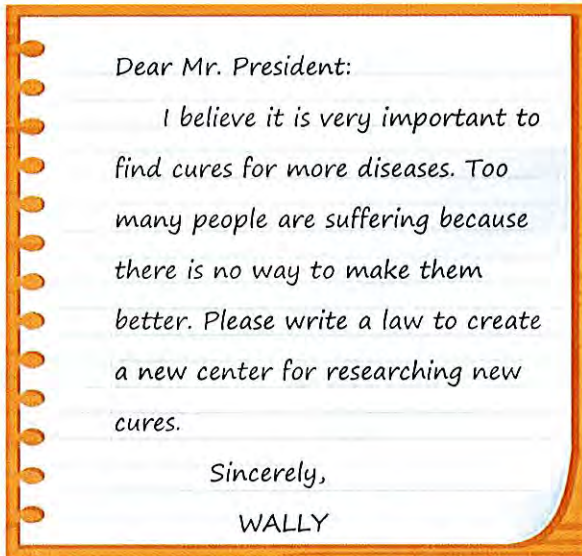
The Fourth Branch: YOU!

Name: _____

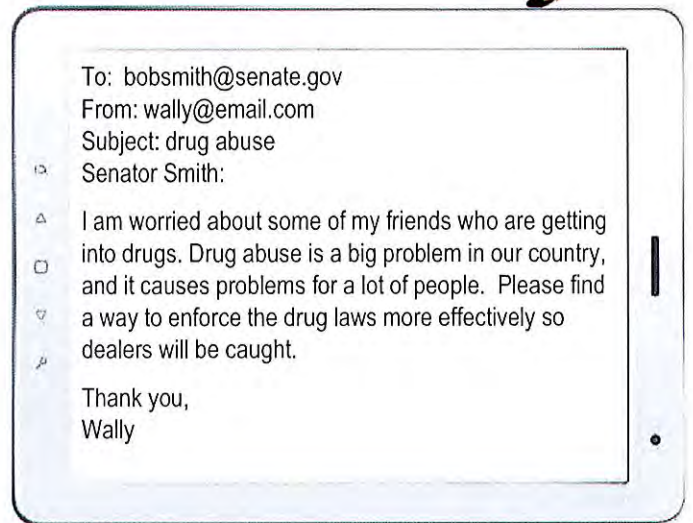
Who You Gonna Call?

Wally cares about a lot of issues, and he has decided to make full use of his citizen power! However . . . Wally doesn't quite understand how the federal government works. Check over Wally's letters, emails, and phone calls to make sure he targets the right people (and doesn't embarrass himself).

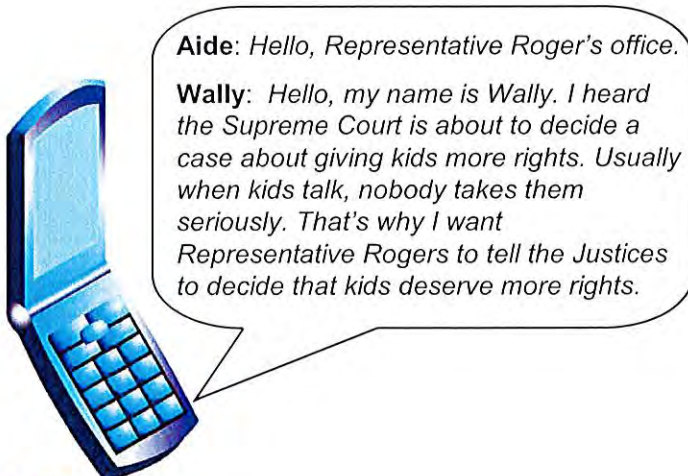
First, decide what Wally should do with each of his proposed communications. Tell him by circling the correct picture. If you find something wrong, tell Wally what the problem is. If not, tell him "Good job!"



Here's the problem, Wally:

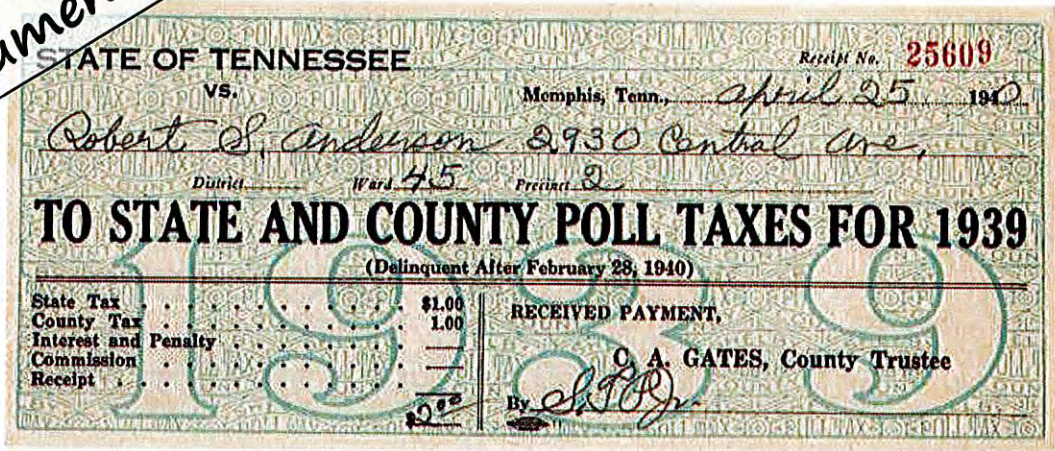


Here's the problem, Wally:



Here's the problem, Wally:

Document 1



Tennessee Virtual Archive

Tennessee 1940 Poll Tax Receipt

Document 2



Library of Congress

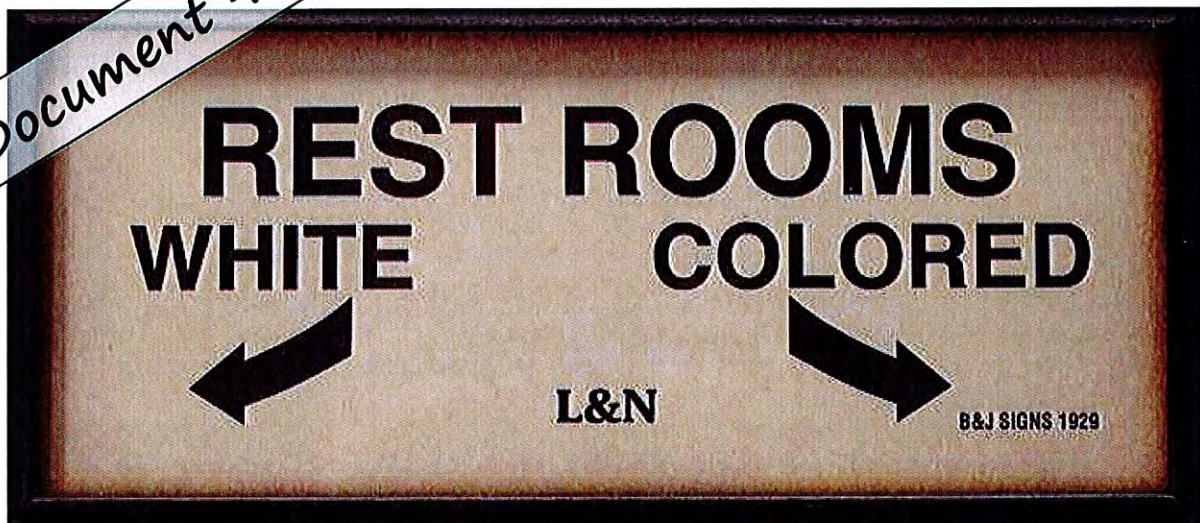
Mississippi 1939

Document 3

“...no athletic team of any school shall engage in any athletic contest of any nature within the state of Virginia with another team on which persons of any other race are members.”

Virginia State Law 1960

Document 4



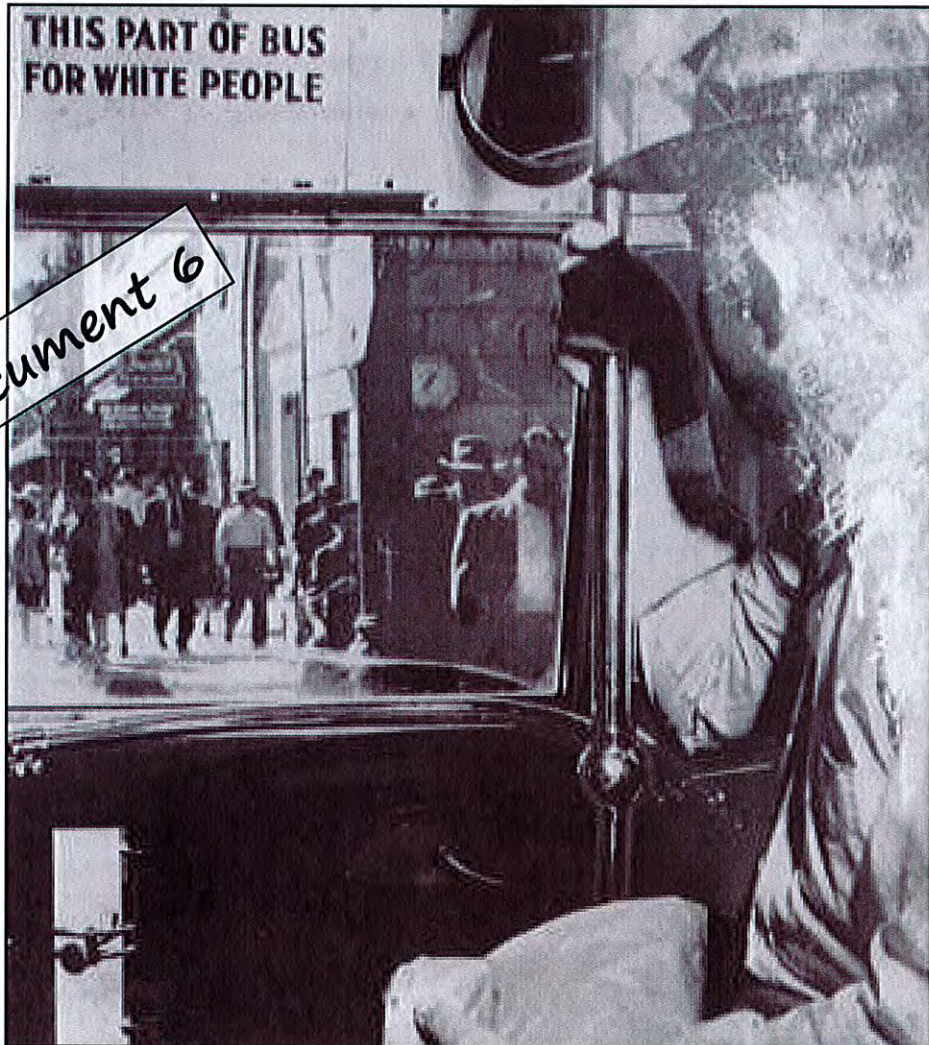
Smithsonian Institution

1929

Document 5

"White and colored persons shall not be taught in the same school, but in separate schools under the same general regulations as to management, usefulness and efficiency."

Tennessee State Law 1873



Georgia State University, Atlanta

Georgia Bus 1950s

Document 7

Interracial adoptions are forbidden by law.

Missouri State Law 1952

Document 8

Businesses are allowed to choose their customers and have the *right to refuse service* to any person.

Mississippi State Law 1956

Document 9

Declared that the legislature could never pass any law allowing "any marriage between any white person and a Negro, or descendant of a Negro."

Alabama Constitution 1901

Document 10



North Carolina Bus Station 1940

Jim Crow

Name: _____

A. Vocabulary. Use the words in the bank to complete these sentences.

- interracial
- Black Codes
- segregation
- Jim Crow
- miscegenation
- public accommodation
- undermine

1. Hotels, restaurants, shops, public restrooms and drinking fountains are all examples of _____.
2. _____ describes the mixing of different races through marriage and family, and was illegal in many states.
3. State and local governments passed laws intended to _____, or weaken, the new rights blacks had gained in the South.
4. Adoptions were considered _____ if the parents were of a different race than the child.
5. Keeping groups of people separate is called _____.
6. _____ was originally a theater character, but became a term that described things related to African Americans.
7. After the Civil War, many states passed laws, or _____, that affected the rights and freedoms of the freed slaves.

B. Help or Hurt? Read a description of each law or amendment and decide if it helped African Americans or hurt them.



Helped



Hurt

Separate but Equal: Supreme Court decision saying it's ok to keep the races separate if things are equal



Helped



Hurt

Black Codes: laws passed in the South to limit rights & segregate African Americans



Helped



Hurt

13th Amendment: abolished slavery in the United States



Helped



Hurt

14th Amendment: all people born in US are now citizens, the government must give all people equal protection of the law, and apply the laws in the same way to all people



C. Out of Order! Read the introduction about the case of *Plessy v. Ferguson* and put the remaining facts in the correct order.

Louisiana passes the Separate Car Act that makes railroad companies provide separate (but equal) cars for black and white passengers in 1890. A group of black citizens joined with the East Louisiana Railroad Company to fight the Act. (The citizens wanted rights and the RR company wanted to save money by using fewer cars.) Homer Plessy was chosen to break the law so it could be challenged in court.

Place the rest of the story in the correct order.

- ___ Plessy appealed the decision and lost again, but took the case to the Supreme Court in 1896.
- ___ Homer Plessy bought a first class train ticket and sat down in the 'whites only' section of the train.
- ___ The Supreme Court upheld the previous decisions and said that racial segregation was constitutional if accommodations were equal. This led to more and more legal segregation all over the U.S.
- ___ Plessy was arrested for riding in a 'whites only' railroad car, because he was 1/8th black.
- ___ Plessy argued that the Act violated his 13th & 14th Amendment rights, but he lost in the local court.

D. Barriers to Voting What kinds of laws did Southern states use to keep blacks from voting? Match the laws to the descriptions to find out!

- | | |
|-------------------------------|--|
| _____ White Primary | A. Citizens had to pay a fee to the poll worker before they could vote. |
| _____ Grandfather Clause | B. Only white people could vote in the primary party elections, so they decided who would be running in the regular election. |
| _____ Poll Tests | C. In order to register or get to the polls, black people faced threats, beatings and false arrests. |
| _____ Poll Taxes | D. Citizens had to pass reading and logic questions that the poll worker "graded". If you were white, you usually passed. |
| _____ Intimidation & Violence | E. Only those who had grandfathers who could vote <i>before</i> the Civil War could vote in elections. (Few if any black people voted before the Civil War!) |

E. Cartoon Time! Two groups are shown in this cartoon. Answer the questions for each group.

Section A

1. What two groups do these people represent?

_____ & _____

2. What emotions are they showing?

3. Complete the three statements you see.

The Union as it _____.

This is a _____ man's government.

The _____ cause.

4. Do these men look a) powerful or b) weak?

Section B

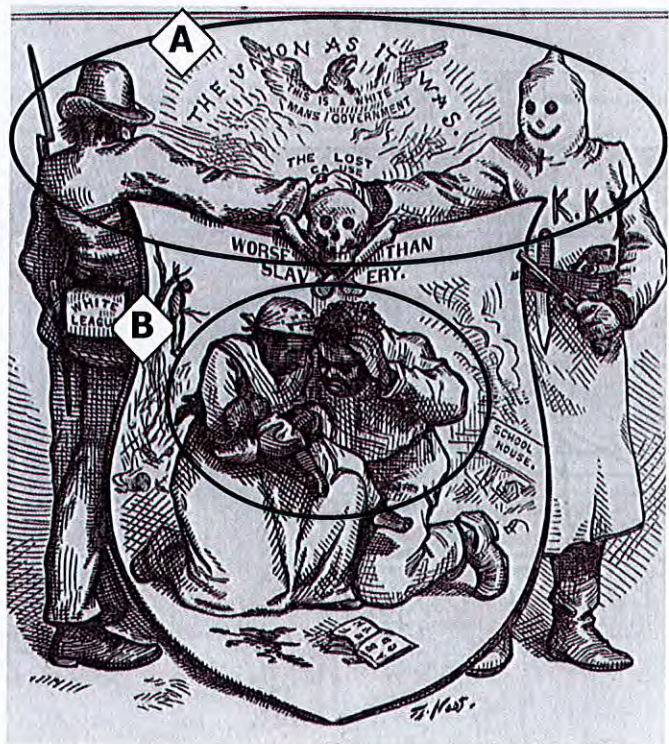
5. Who do these people represent?

6. What emotion are they showing?

7. Find each image and label it with the correct letter.

- a) man hanging in tree b) book & ABC's
c) burning schoolhouse d) pool of blood

8. What do these symbols represent?



"Worse Than Slavery" was in the pages of *Harper's Weekly* on October 24, 1874. Thomas Nast was the cartoonist.

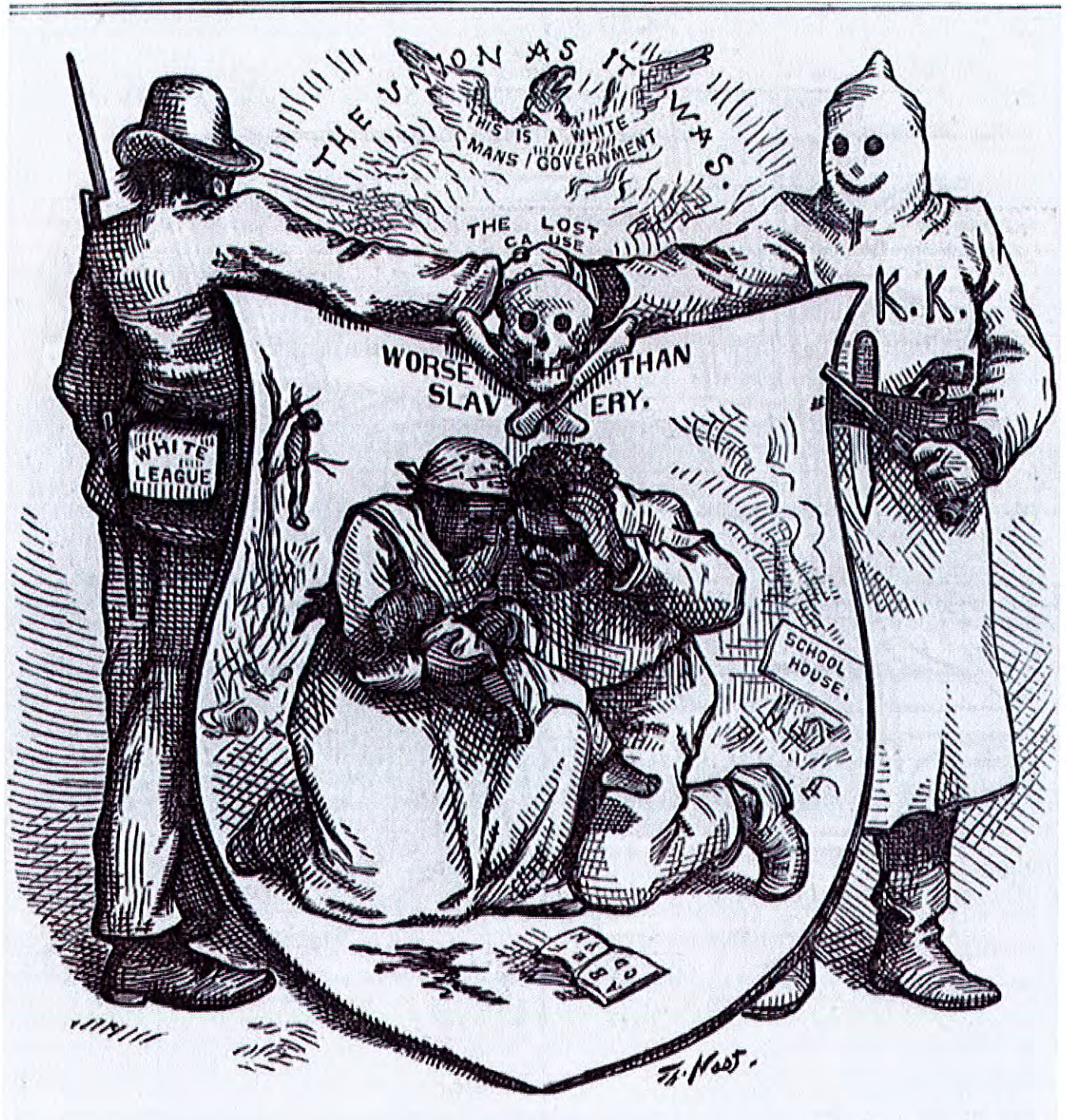
What did Thomas Nast think about Jim Crow laws and how blacks were treated after the Civil War?

The lives of blacks a) **have** or b) **have not** improved since slavery ended.

Provide two pieces of evidence from the cartoon.

Evidence 1

Evidence 2



Source: Library of Congress

"Worse Than Slavery" was in the pages of *Harper's Weekly* on October 24, 1874. Thomas Nast was the cartoonist.

Jim Crow

Name: _____



Smithsonian

"Strike for your lives and liberties... **Let your motto be Resistance!** Resistance! Resistance! What kind of resistance you make you must decide by the circumstances that surround you."

Former slave and abolitionist, Henry Highland Garnet, speaking to a group of northern free blacks in 1843.

Resistance to Jim Crow took many forms throughout the nation and over the years. It included individual acts of defiance, organized legal challenges, and efforts at getting more education and employment opportunities for African Americans. People agreed on the fact that Jim Crow laws were unfair and cruel, but they disagreed about how to best deal with the problem. Booker T. Washington and W.E.B. Du Bois are the leading examples of the two main approaches.

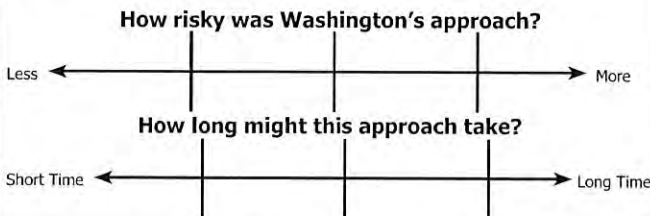


Smithsonian

Booker T. Washington (1856–1915)

Washington was born on a plantation in 1856. After emancipation, he and his family moved to West Virginia where he worked and went to school. His interest in education led him to head the Tuskegee Institute, where African Americans were taught to be teachers, farmers, and active citizens.

Washington became one of the most influential black men of his time. He called for African Americans to focus on hard work and create community support groups. He wanted to strengthen the race from the inside *before* fighting against segregation and Jim Crow. He believed economic security would lead to greater civil rights and better race relations.

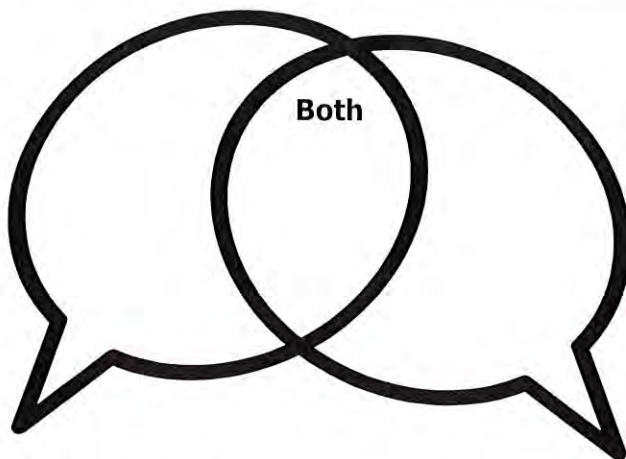
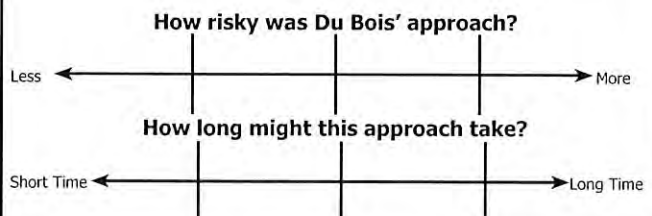


Smithsonian

W.E.B. Du Bois (1868–1963)

Du Bois was born after emancipation in Massachusetts. He earned his Ph.D. at Harvard University. Du Bois studied and researched the lives of African Americans. The more he learned, the more he believed that the only way black Americans could gain civil rights was through protest and activism. He disagreed with Washington's desire to earn respect of whites first and hope that rights would follow.

W.E.B. Du Bois was involved in the creation of the NAACP (National Association for the Advancement of Colored People). This organization challenged segregation, lynching, and unfair voting laws in court.



Who Might Have Said This? Write the letter of the statement in the correct area of the quote bubbles.

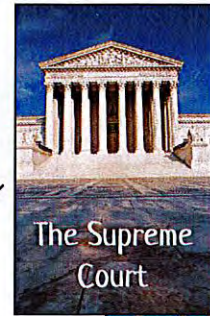
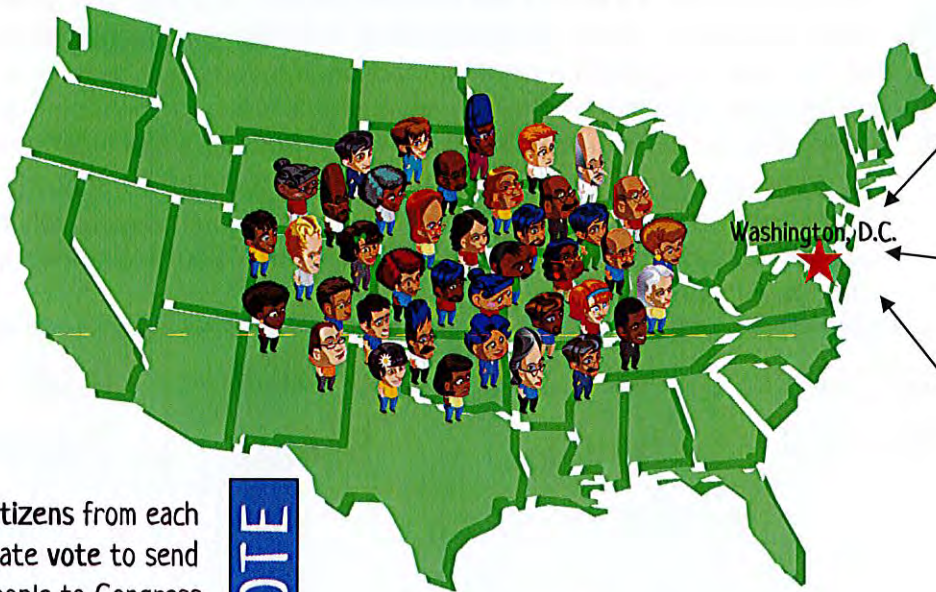
- A. I created the NAACP to fight discriminatory laws.
- B. I founded Tuskegee Institute to train blacks in agriculture and education.
- C. African Americans are not treated equally.
- D. Now is the accepted time, not tomorrow.
- E. It is at the bottom of life that we must begin, not at the top.
- F. I worked to advance African Americans' rights.
- G. Protesting is necessary to fight for constitutional rights.
- H. We can earn constitutional rights through economic security and respectability.

Booker T. Washington

W.E.B. Du Bois

The Fourth Branch: YOU! Focus Your Citizen Power!

Name: _____



Citizens from each state vote to send people to Congress.



Senators represent everyone in the whole state!

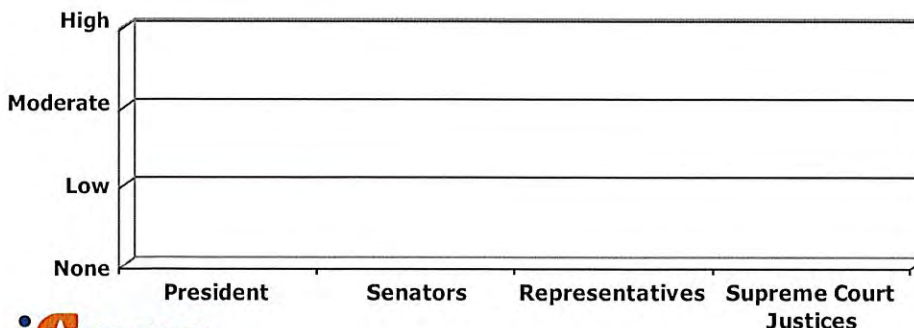
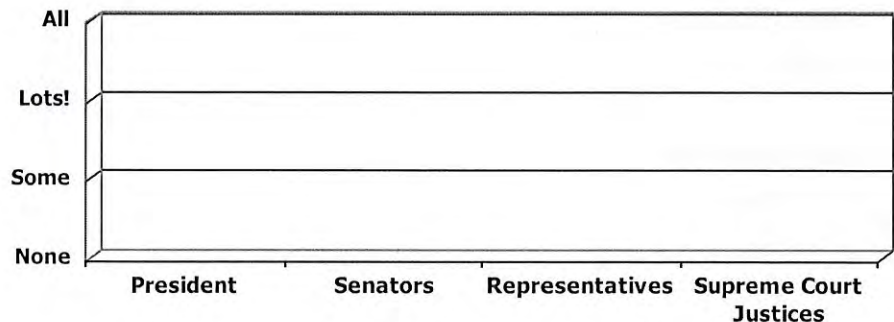
Representatives only represent the people in their district.



Both senators and representatives go to Washington, D.C. to serve in Congress.

A. Responsible to How Many?

Make a bar graph showing how many citizens each person is responsible for representing.



B. Your Citizen Power

Make a bar graph showing where your "citizen power" has the most impact to get someone's attention on the issues you care about.

The Fourth Branch: YOU!

Name: _____



Participating in YOUR Democracy

You may not feel like part of the government, but you are! The “dem” in the word “democracy” comes from the Greek word *demos*, meaning “people.” But how can one person have an impact on a government as huge as ours? Lots of ways! Emailing or phoning government officials, joining a community group, writing to the newspaper, and voting are just a few ways Americans can participate in their democracy. If you understand how the government works, and you’ve got a bit of savvy about where your opinions will have the most impact, you can be an active member of the “Fourth Branch” of our government: the citizens!

	EXECUTIVE BRANCH	LEGISLATIVE BRANCH		JUDICIAL BRANCH
		HOUSE	SENATE	
Who is involved?				
What do they do?				
Do citizens get to vote for the person?				
How do citizens' votes count?				
Responsible to how many citizens?				
Odds of in-person contact?				
Could YOUR calls, emails, or letters influence them?				

Ted's Big Day of Rights & Responsibilities

Rrrring! Ted bolted up in bed. His eyes shot to the clock. Oh, no—late again!

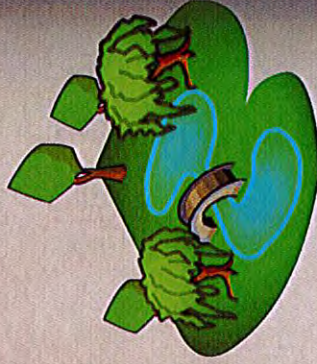
Shoving the covers aside, he raced for the shower, pulled on the first shirt and jeans he could find, and thundered downstairs for a quick bowl of that sugar cereal Grandma had bought him "just this once." Chocolate Crisp-O, the box said. He wolfed down the cereal

and washed his bowl and spoon the way Grandma expected. Half way out the door, he remembered to grab his model rocket. Today after school he would finally test it out at the park.

Heading out the door, Ted jogged down the steps and onto the city sidewalk. He practically ran the four blocks north to Freedom Middle School, but some things were too important to skip, so he stopped for 30 seconds to buy his usual candy bar. It cost \$0.85, but with sales tax it came to \$0.93—practically a whole dollar.

The school day started out fine, but things got a little crazy at lunch when some kids started a food fight in the cafeteria. A peanut butter sandwich hit him in the head and left a nasty glob in his hair. Ted wasn't about to get involved—and he sure wasn't going to go hungry—so he wiped it off with a napkin and finished eating.

After school, the model rocket had to wait because Ted forgot there was a home basketball game. He watched the game for a while with some friends, but skipped out after the home team surged forty points ahead of the visitors. It wasn't much of a thrill when you knew who was going to win.



By the time Ted got to the park, he was really thirsty. While slurping water from the fountain, he noticed the sign posted above the drinking fountain: **PARK RULES**. The writing was tiny, but it was a good thing he read it. There was a \$100 fine for shooting off model rockets in the park! At this rate, his model rocket would never see the sky.

Bummed—and keeping his rocket safely out of sight in his backpack—Ted wandered around the park looking for something to do. Some weird guy sitting under a tree asked Ted if he wanted to start a war against the United States.

Just as Ted was telling him "no thanks," a big commotion started on the other side of the park. A huge crowd of people was coming down the street holding signs. He left the guy under the tree and went to check out the crowd. *Tell the President—Votes for Kids!* one sign read.

"They may be young, but they're not dumb!" the crowd chanted.



A kid who looked about sixteen pointed right at Ted. "Hey, you!" he shouted. "What do you think? Should kids have the right to vote?"

Ted thought for a second. "Why not?"

"Come on," another kid called. "Grab a sign and join us!"

Speaking his mind may not have been quite as fun as shooting off a model rocket, but it was pretty close. By the time he finally got home, Grandma only scolded him a little bit for being late.

"May I still watch my hour of TV?" Ted asked.

"Well, all right," she said. "But only one hour."

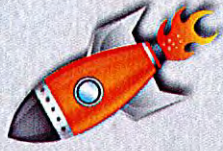
"Okay, Grandma." Ted flipped on the cartoons, checked the clock, and settled in to relax after his busy day.



Name: _____

What rights or responsibilities did Ted exercise in his role as a:	This action is a:
United States Citizen?	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
State Citizen?	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
City Citizen?	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
School Citizen?	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
Citizen of his Home?	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility
	<input type="checkbox"/> Right <input type="checkbox"/> Responsibility

TED'S BIG DAY



of RIGHTS & RESPONSIBILITIES



Fifty United States

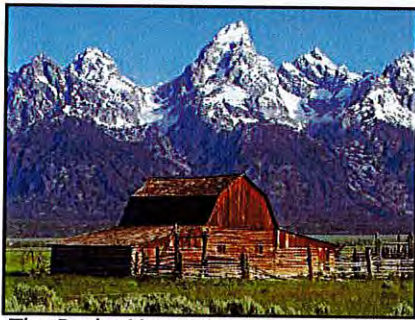
Where in the world is the United States? (Can you spot it on this map? Is all of it on this map?) Most of the U.S. is part of the continent called North America. It is in the northern hemisphere of the globe, which means it lies north of the equator. The U.S. is divided into two kinds of smaller areas: states and territories. Each state and territory has its own capital city, its own government, and its own geographical features. There are fifty states. States send representatives to the U.S. Congress, and U.S. citizens who live in a state may vote in presidential elections. Can you name all fifty states?

United States Territories

In addition to the states, there are five U.S. **territories** that are governed by the U.S. but have not been incorporated as states. All of the territories were acquired over time from other countries. Spain gave both **Puerto Rico** and **Guam** to the U.S. after the Spanish-American War in 1898. The **U.S. Virgin Islands** were purchased from Denmark in 1917. **American Samoa** is part of a group of islands that the U.S. and Germany argued over and eventually divided up in 1899. The **Northern Mariana Islands** came under U.S. administration after World War II, and in the 1970s its people voted to become a U.S. territory instead of becoming independent. Each territory is governed by the U.S. federal government, and each one also has its own government with executive, legislative, and judicial branches. Residents of U.S. territories cannot vote in presidential elections.



For more than 4,000 years, Guam and the Mariana Islands have been home to the Chamorro people, who used these latte stones as building supports. Each U.S. territory has its own history and culture. Source: Wikimedia



The Rocky Mountains were a challenge for American settlers headed west. Source: Wikimedia

From Sea to Shining Sea...

...and beyond! The **continental United States** is the 48 states that are contiguous, meaning they are touching. This part of the United States shares borders with two neighbors: Canada to the north and Mexico to the south. It stretches from the Atlantic Ocean in the east to the Pacific Ocean on the west, and has many different kinds of terrain in between. There are major mountain ranges, vast prairies, scorching deserts, and lush woodlands. Two states, Alaska and Hawaii, are not part of the continental U.S. Alaska is much farther north, and part of it lies inside the Arctic Circle! The state of Hawaii and the five U.S. territories, on the other hand, are all tropical islands.

America's Special Places

The United States has lots of special places! But some places have special significance to the U.S. as a nation. One is its capital—the city of Washington, located in the District of Columbia. This is where you'll find the White House, the U.S. Capitol Building, the U.S. Supreme Court, as well as memorials to Washington, Lincoln, and many different wars. Another special place is the Statue of Liberty, located in New York Harbor outside New York City. The statue was a gift from France to the United States in the 1880s, and it has become a worldwide symbol of American hope and freedom.



The Statue of Liberty was seen by thousands of immigrants in the late 1800s and early 1900s as they arrived in America looking for a better life. Source: Dept. of Homeland Security

This Land Is Your Land

Name: _____

A. Water, Water Everywhere. Label these bodies of water on the map:

1. The Pacific Ocean is on the west coast of the United States. Label it on the map.
2. The Atlantic Ocean is on the east coast of the United States. Label it on the map.
3. The Gulf of Mexico is south of the United States. Label it on the map.
4. The Great Lakes lie between the U.S. and Canada.

B. Good Neighbors. The U.S. shares borders with two other countries:

1. Mexico lies to the south, and Canada lies to the north. Label them on the map.
2. Find every state that borders Canada. Label each state with its name and draw lines through it like this:



3. Find every state that borders Mexico. Label each state with its name and draw lines through it like this:



C. Raging Rivers. Label America's two longest rivers on the map:

1. Missouri River: Starts in Montana and flows into America's second longest river...
2. Mississippi River: Starts in Minnesota and flows south, emptying into the Gulf of Mexico.

Now label these other famous rivers:

3. Colorado River: Starts in Colorado and flows south along the Arizona border to Mexico.
4. Rio Grande: Starts in Colorado and flows south to the Gulf of Mexico.
5. Columbia River: Starts in Canada, flows south into Washington, then west to the Pacific Ocean.
6. Yukon River: Starts in Canada and flows west through Alaska.
7. Ohio River: Starts in Pennsylvania and flows

D. Majestic Mountains. Draw and label these American mountains:

Rocky Mountains. Sketch a straight line from Idaho's border with Canada to the middle of northern New Mexico. Draw *jagged* mountain peaks on both sides of this line.

Appalachian Mountains. Sketch a straight line the middle of northern Alabama to the top of Maine. Draw *rounded* mountain peaks on both sides of this line.

Mt. Kilauea. Draw a *volcano* on the south side of Hawaii's biggest island!

E. Our Nation's Capital. The president, the U.S. Congress, and the Supreme Court all work here.

1. Find where our capital should be on the map. Draw a star there.
2. Label the star with the name of our capital. (You might need to write the name out in the ocean and draw an arrow.)

F. Home Sweet Home. Do you know where you are? If not, you'd better find out!

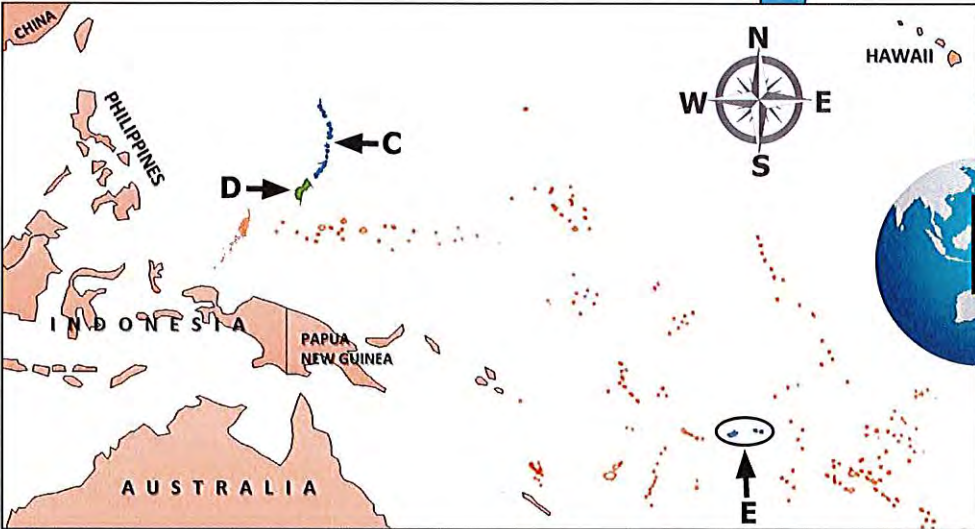
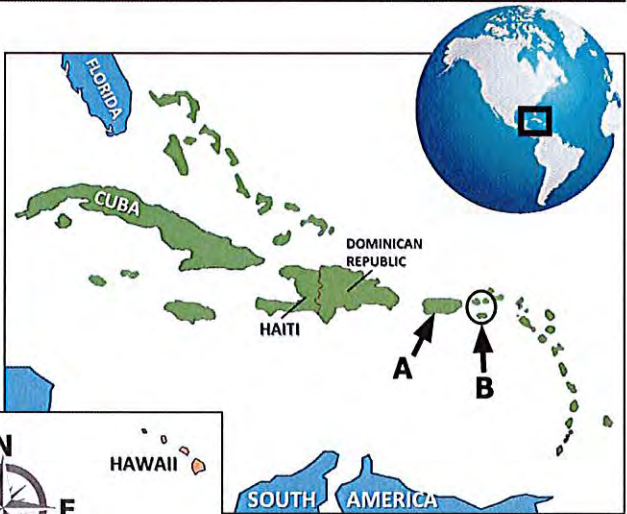
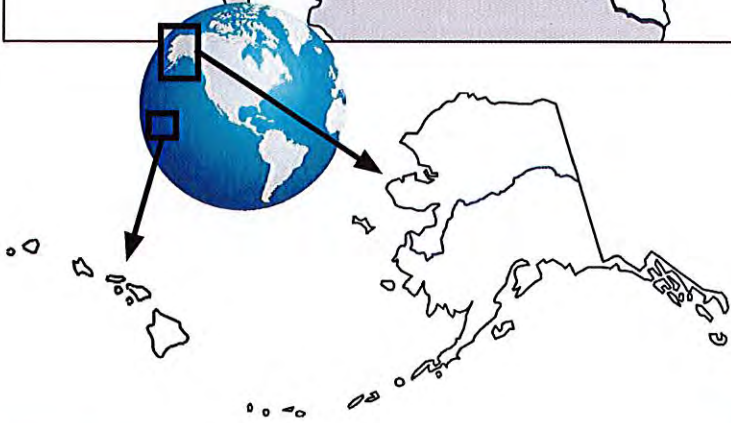
1. Find your state or territory. Trace or circle its border with a decorative pattern.
2. Label the city or town where you live with a dot and its name.
3. Label your state's capital city with a star and the city's name.

G. Territorial Terrain. All of the five U.S. territories are made up of islands. But where are they? Follow the clues below to find them. Write the letter that marks each territory next to its clue.

- ___ 1. Puerto Rico: A large island directly east of the Dominican Republic.
- ___ 2. American Samoa: A group of islands way out in the ocean east of Australia.
- ___ 3. Northern Mariana Islands: A curved chain of islands east of the Philippines.
- ___ 4. U.S. Virgin Islands: Three small islands east of Puerto Rico.
- ___ 5. Guam: A peanut-shaped island south of the Northern Mariana Islands.

This Land Is Your Land

Name: _____



Students, Engage!

Name: _____

A. Engaging Options. Find the solution that seems like the best match for addressing each problem.

- _____ 1. Some people in your town don't have enough to eat, while many businesses are throwing out a lot of food.
- _____ 2. There's a park close to where you live that could be a great place to hang out, but it's full of gross trash, and the landscaping hasn't been maintained.
- _____ 3. The wheelchair-accessible area near the school bleachers doesn't have a very good view of the field.
- _____ 4. Some sports and activities won't be offered at school next year because there isn't enough money to fund them.
- _____ 5. Drunk driving accidents have increased in your community over the past year. Too many people think drinking and driving is OK!
- _____ 6. The posted speed limit on your street is too high, making your neighborhood dangerous.

- A. Attend a meeting of your local governing body and ask them to enact a change.
- B. Hold fundraisers like a bake sales or yard sales to raise money.
- C. Recruit volunteers and organize a weekend work party.
- D. Arrange to meet with charity groups and the businesses involved to talk about how they could work together.
- E. Write a blog post on the issue and ask local businesses and organizations to post it on their websites.
- F. Email your principal, asking for the problem to be fixed and presenting a few possible solutions.



B. Solutions! Look at the list your class made and choose the two problems that seem most important to you and write them below. Then, list two action steps you could use to solve each problem and explain how the action step would address the problem.

Problems	Solutions
Problem #1:	Action step 1:
	How it would help:
	Action step 2:
	How it would help:
Problem #2:	Action step 1:
	How it would help:
	Action step 2:
	How it would help:

Students, Engage!

Name: _____

A. Develop a Plan. When you want to solve a problem, the first thing you need is a plan. Follow these steps to see how you can organize your thoughts around an issue you'd like to change.

1) Choose an issue from the list the class created:

2) List two reasons why you chose this problem:

a.

b.

3) List one way things would be better if the problem were solved:

4) List two things you think are causing the problem:

a.

b.

5) Describe the first step that you would take to solve the problem:

Students, Engage!

Name: _____

B. Presentation Prep. The next step is to prepare your Action Plan for a presentation. Organizers use speeches and writing to gain support for their issues and movements. By filling in the blanks, you'll create a speech that has these basic parts:

- A statement the issue you're discussing
- An explanation about the reason that issue is a problem and the roots of the problem
- A plan of action describing your proposed solution to the problem
- A closing in which you thank the audience for their time and restate the problem and solution

Today, I'm here to talk about the problem of...

This issue is important to me because...

It should be important to everyone here because...

If we organize to change this issue, life will be better because...

Here's what's causing this problem:

To solve this problem, I propose that our first step should be...

I'd like to thank everyone for...

I hope you will join me to address the problem of...



Students, Engage!

Name: _____

C. Make It Visual. Now, draw an illustration that supports your presentation.



Students, Engage!

Name: _____

A. Making Change. For each question, check the answer that you think is the best possible step for solving the problem described. Then, explain how the answer you chose would solve the problem.

1) You find out that the bookstore that you love, owned by your very nice neighbors, is going out of business. What can you do?

- A) Buy the store from them
- B) Put up fliers in your neighborhood to attract business for them
- C) Write to City Hall
- D) Open your own store



How would this step help solve the problem?

2) You are sick of the school lunches. How many days in a row can you eat hotdogs?! What can you do?



- A) Write to the President of the United States
- B) Create a menu of foods kids like and give them to anyone who will listen
- C) Whine about it to your friends
- D) Ask the school board to increase the amount of money in the budget for school lunches

How would this step help solve the problem?

3) Companies are advertising cigarettes right outside your school. You've heard your underage friends talk about smoking because of the advertisements. What can you do?

- A) Write letters to the tobacco companies asking them to take their signs down
- B) Complain about it to your pet dog
- C) Ask your state legislature to pass a law banning advertisements of this type close to schools
- D) Make posters against underage smoking



How would this step help solve the problem?

Students, Engage!

Name: _____

4) The sidewalk near your house is really dark at night. People have been mugged in the dark there. How are you going to prevent this from happening again?



- A) prepare a report and present it to your city council asking them to install security lights on the sidewalk
- B) start a neighborhood watch to patrol the area at night
- C) ask Congress to pass a law that would make walking around at night illegal
- D) you don't care if it happens again

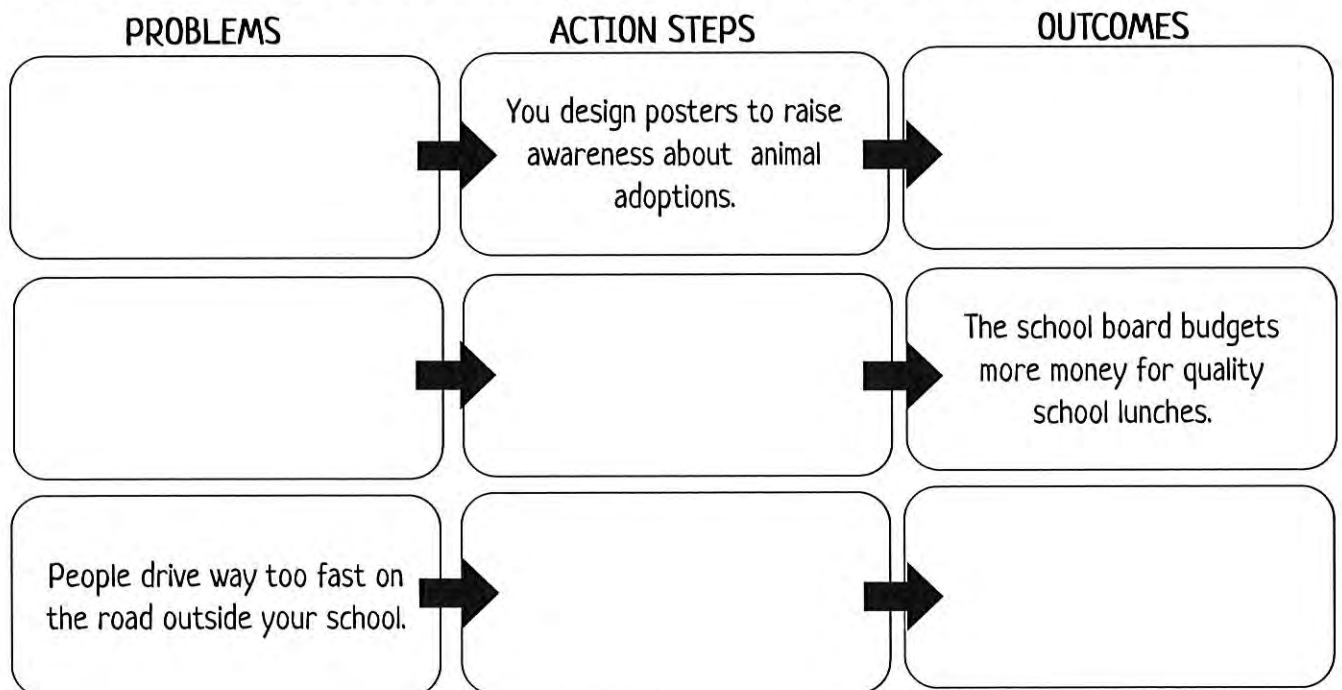
How would this step help solve the problem?

5) Of all these actions, which would you be most likely to actually do?

How would it change things in your community?



B. Outcomes. Complete the chart with problems, action steps, and outcomes.

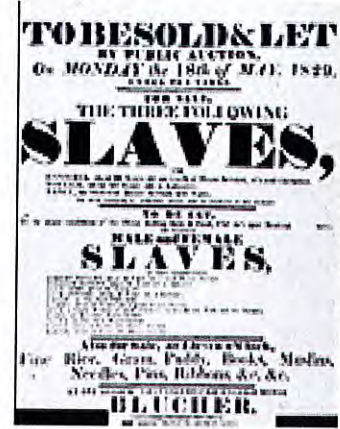


Slavery: No Freedom, No Rights

Name: _____

For Sale: Human Beings!

It's too awful to seem real, but it was. From the earliest days of the American colonies through the mid-1860's—nearly 250 years—many American families owned slaves. A **slave**, or an **enslaved person**, is a person who is held as the property of another person. Slaves in America were human beings taken from Africa. They were bought and sold the same way horses and wagons were bought and sold. Enslaved people were given no legal rights. They had to do whatever their owners told them to do, and many suffered at the hands of brutal owners. All slaves, no matter how they were treated, suffered because they had no freedom. States could choose to outlaw slavery if they wanted to, but it wasn't until 1808 that Congress made it illegal to bring more people from Africa to be slaves. However, that didn't mean that slavery ended. For those already here and their children, slavery continued in many states, especially in the South.



New York Public Library



Why Would Anyone Own Someone Else?

That's easy—there was hard work to be done, and lots of it. Enslaved people received no pay for their work, so they were a form of cheap labor. A slave owner only had to invest whatever money it took to keep the people he enslaved alive. **Slavery** was the practice of owning human beings. Slavery existed in all of the American colonies, but it developed even more in the South, where huge plantations of tobacco, cotton, and rice required lots of workers. Plantation owners used enslaved people for farm labor and household help. In Southern cities, enslaved Africans did all kinds of jobs that involved physical labor. In the northern colonies, slavery did not become as widespread because people made a living on smaller farms or by trading or manufacturing goods. Even so, plenty of smaller households in both the north and south had one or two enslaved people that they used as servants.

How Was Slavery Defended?

People defended slavery in one of two ways. Some people thought slavery was a **necessary evil**—something we needed even though we didn't like it. Others thought slavery was actually a good thing that helped everyone involved. Here are four ways people justified slavery:

Examples of Pro-Slavery Thinking	
<p>Don't Make Me Do That We have to have slavery so there's someone to do the yucky work nobody else wants to do.</p>	<p>No Pain, No Gain We believe slavery in America is teaching Africans to be better people, which will be good for them in the long run.</p>
<p>Tiger By the Tail We want to let the enslaved people go but we're afraid of what will happen if we do, so we won't.</p>	<p>For Their Own Good We think black people are so inferior that keeping them enslaved actually helps them.</p>

Slavery: No Freedom, No Rights

Name: _____

Freedom and Equality (But Not for All)

The United States was founded on liberty and equality. But to early Americans, these principles had to do with establishing a government ruled by citizens instead of a king. The first Americans didn't even believe all *citizens* should have a say in government—just those who were white, male, and owned land. The U.S. Constitution was written to ensure liberty and equality, yet it also allowed slavery. Even though many early Americans thought slavery was wrong, the South relied on the labor of enslaved people for a very long time. Those states would never have voted to approve the Constitution if slavery was outlawed.



Constitutional Compromises

- When the Constitution was adopted, it said this:
- Congress had to wait until 1808 (20 years) before passing a law to make it illegal to import enslaved people into the United States.
- Enslaved people who escaped to a state where slavery was illegal did not become free. If their owners claimed them, they had to be returned.
- To calculate a state's population, enslaved people counted as 3/5 of a person. Population determined how many Representatives a state had in Congress.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness." — U.S. Declaration of Independence (1776)



New York Public Library

Boston abolitionist Wendell Phillips in 1851

Friends of Freedom

Many people in the United States opposed slavery. **Abolitionists** were people who wanted slavery ended permanently, or abolished. Most abolitionists lived in the northern states, where slavery wasn't as popular, but some Southerners were abolitionists too. These people put pressure on politicians to end slavery, and they worked to convince society that slavery was morally wrong. They did this by forming groups, holding conventions, giving speeches and sermons, handing out pamphlets, and even publishing newspapers and songs.

A Deadly Revolt

One Virginia night in 1831, **Nat Turner** and several other who were enslaved crept into the house where their owners slept and murdered the entire family. Then they went to other houses and killed even more white people. More enslaved people joined Turner, and they killed at least 55 people before they were stopped. Turner and many others were executed for these murders, and angry white mobs murdered nearly 200 black people afterward. People blamed Turner's rebellion partly on his education. Virginia responded by passing a law making it illegal to teach black people to read and write.



Library of Congress

Don't Like it? Sue Me!

Another enslaved man, **Dred Scott**, took a different approach. Scott's owner moved often and took Scott with him to each new residence. Because of that, Scott had lived in both free and slave states. In 1846, he sued for his freedom. He argued that because his owner had taken him to live where slavery was illegal, he should be free. Scott's case went all the way to the United States Supreme Court—but he didn't win. In the Dred Scott decision, the Supreme Court ruled black people were not citizens and had no right to sue in the first place.



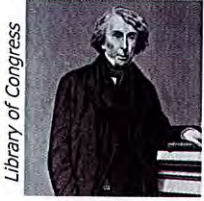
Missouri Historical Society

Dred Scott

Slavery: No Freedom, No Rights

Name: _____

A. They Really Believed That! Read each statement and identify the type of pro-slavery thinking from the reading.



Black people are “altogether unfit to associate with the white race” and they “might justly and lawfully be reduced to slavery for [their] benefit.”

— Roger B. Taney, Chief Justice of the Supreme Court (1857)

Which type of pro-slavery thinking is this?



“We have the world by the ear, and we can neither hold him, nor safely let him go. Justice is in one scale, and self-preservation in the other.”

— Thomas Jefferson, 3rd President of the United States (1820)

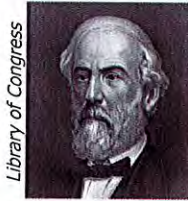
Which type of pro-slavery thinking is this?



“In all societies there must be a class to do the menial duties, to perform the drudgery of life.”

— James Henry Hammond, South Carolina Politician (1858)

Which type of pro-slavery thinking is this?



“The blacks are... better off here than in Africa, morally, physically, and socially. The painful discipline they are undergoing is necessary for their further instruction as a race, and will prepare them, I hope, for better things.”

— Robert E. Lee, General of the Confederate Army (1856)

Which type of pro-slavery thinking is this?

B. Worst of the worst! Which defense of slavery do you dislike the most?

- Don't Make Me Do That
- No Pain, No Gain
- Tiger By the Tail
- For Their Own Good

If you could send a text message to one of the four men on the other side of the page telling him why he's wrong, what would it say?

You can only have 160 characters, so use the space below to brainstorm.



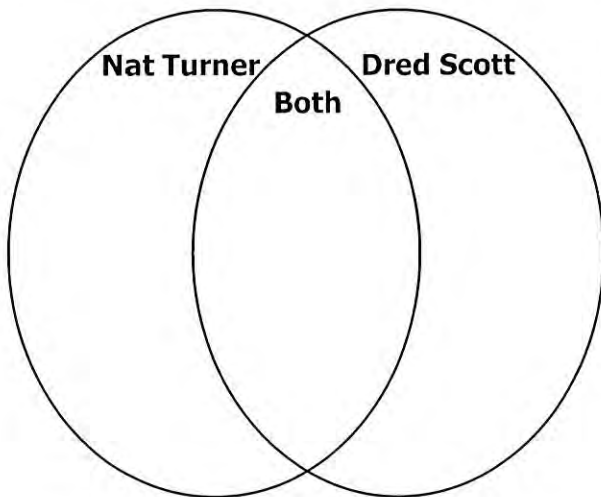
Slavery: No Freedom, No Rights

Name: _____

C. Choose the Right Word. Check the words that correctly complete each sentence.

1. An (○enslaved person ○abolitionist) is a person who is held as the property of another person.
2. A slave owner had to invest enough money to keep enslaved people (○healthy ○alive).
3. Slavery was not as widespread in the (○northern ○southern) colonies.
4. The Constitution required 20 years before a law could make it illegal to (○import ○own) slaves.
5. Early Americans gave (○white male landowners ○everyone but enslaved people) a say in government.
6. An enslaved person who escaped to a free state (○became free forever ○did not become free).
7. A "necessary evil" is something people (○like ○don't like) but they think they (○need ○want).
8. In the Dred Scott decision, the Supreme Court said black people were not (○slaves ○citizens).
9. Abolitionists tried to keep slavery from (○spreading ○ending).
10. Under the Constitution, an enslaved person was counted as (○a whole person ○three-fifths of a person).

D. Compare. What did Nat Turner and Dred Scott have in common? Decide whether each statement describes Turner, Scott, or both. Write the letter of each description in the correct part of the diagram.



- A. He was enslaved.
- B. He always lived in a slave state.
- C. He lived in both free and slave states.
- D. He tried to gain his freedom.
- E. He used violence.
- F. He used the court system.
- G. His plan to achieve freedom failed.
- H. His challenge to slavery resulted in less freedom for slaves.



E. Identify Him!

Who do you think is most likely shown in this drawing?

- Dred Scott
 Nat Turner

F. The Way It Really Was. In the Bill of Rights, the 5th Amendment says this:

"No person shall...be deprived of life, liberty, or property, without due process of law."

How would this amendment sound if it described the way things *really* were? Re-write it here:

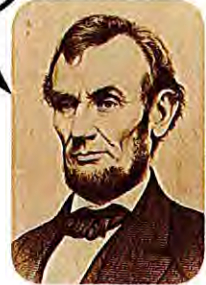
Slavery: No Freedom, No Rights

Name: _____

G. Trading Places. If Lincoln could have made slaves and owners trade places for one day, would the owners really learn what it was like to be a slave? Look at the checklist. Mark everything that could NOT be traded for just one day:

“Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally.”

- Inability to read or write
- Dirty living conditions
- Trauma from past experiences
- Skin color
- Slavery in the Constitution
- Clothes that don't fit right
- Hard labor in the fields
- Bad health or physical conditions
- Cheap food
- Hopelessness for the future
- Bare feet, no shoes
- Fear of being sold away from family



Library of Congress

H. What Did It Mean to Have No Rights? Match each cause with an effect to learn about a few tragic consequences of slavery:

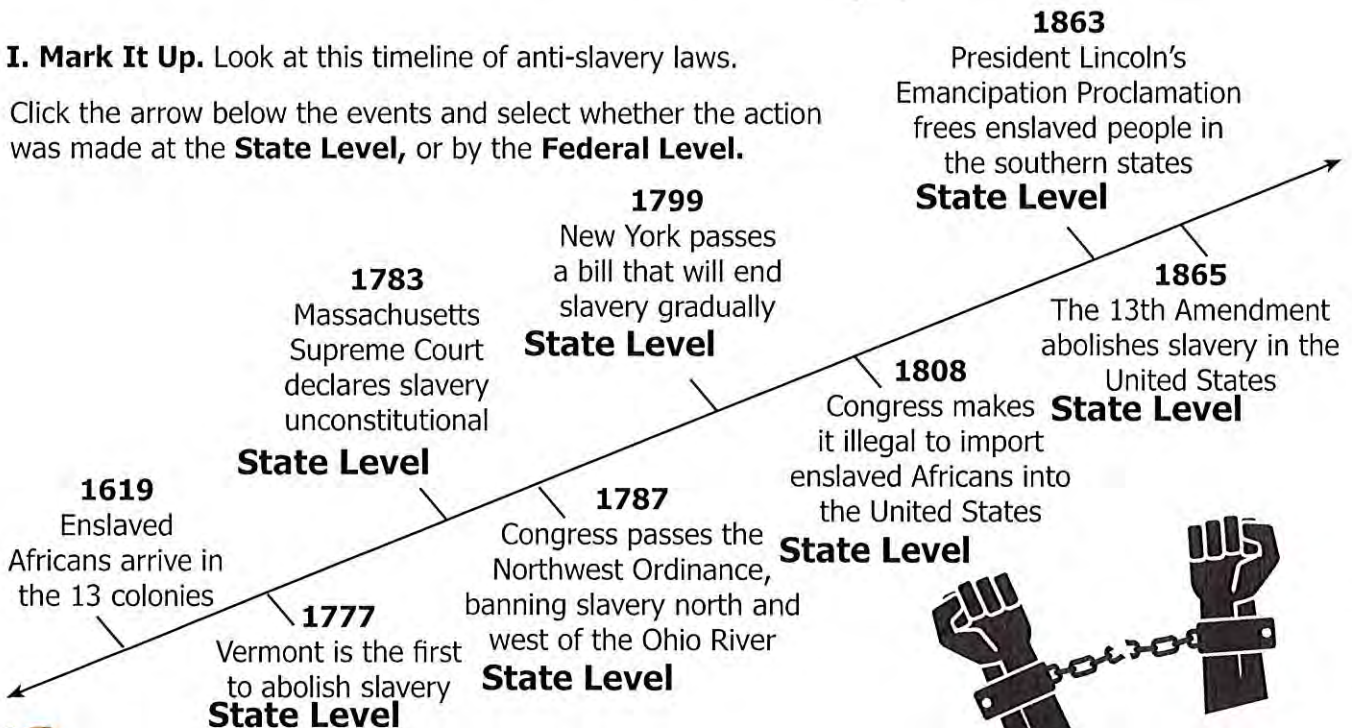
Causes

Effects

- | | |
|--|---|
| <p>_____ 1. Enslaved people did not have the right to a fair trial.</p> <p>_____ 2. Enslaved people were not protected by the laws that protected citizens.</p> <p>_____ 3. Enslaved people could not vote.</p> <p>_____ 4. People were afraid that enslaved people who could read and write might convince other to rebel.</p> <p>_____ 5. Enslaved people could “marry,” but their marriages were not legal.</p> | <p>A. Some states passed laws that made it illegal to educate enslaved people.</p> <p>B. Husbands, wives, and families could be broken up and sold to different owners.</p> <p>C. Enslaved people accused of a crime could be sentenced with little or no evidence.</p> <p>D. The enslaved population could not elect government leaders who would end slavery.</p> <p>E. Owners could treat enslaved people very badly and not get punished.</p> |
|--|---|

I. Mark It Up. Look at this timeline of anti-slavery laws.

Click the arrow below the events and select whether the action was made at the **State Level**, or by the **Federal Level**.



Slavery: The Deep Divide

The United States may have started out with only thirteen states, but it soon began to grow. As each new state joined the union, people wanted to know if it would be a slave state or a free state. The issue of slavery was slowly driving a wedge through the United States. Abolitionists believed slavery was wrong. They wanted to abolish slavery completely, or at least keep it from spreading by making sure all new states would be free states. Most slave owners relied on slave labor to run their businesses. They believed they would lose their wealth without slavery, and they wanted new states to allow it. Each side was determined not to let the other side get any advantage.



Balancing Act

There was one thing keeping the slavery issue in check: balance in government. This was achieved by always making sure there was an equal number of free and slave states. This balance was critical! Each state got to send two people to the U.S. Senate. An equal number of senators from free and slave states meant that neither side had an advantage for getting laws passed. By 1819, there was a delicate balance of 11 free states and 11 slave states. But then, Missouri—a territory that allowed slavery—applied for statehood.

A Different Kind of “Equality”

Missouri’s application triggered an uproar. If that state were admitted, the balance would be gone. After months of debate, the **Missouri Compromise** saved the day: Missouri would be admitted as a slave state, and a new state—Maine—would be created as a free state. To avoid future problems, they also mapped out which parts of the rest of America’s territory could become slave and free states. For almost 30 years, America kept the balance as more states joined the Union. But by 1850, the U.S. had grown all the way to the Pacific coast. This new land was not subject to the Missouri Compromise, and debate over whether slavery would be allowed in the new territory threatened to tear the nation apart.



Source: Duke University Libraries

Buying and selling people was dehumanizing and degrading, but that alone didn't stop it.



Source: Duke University Libraries

Slave owners put runaway slave notices in papers across the country.

When “Compromise” Means Going Backward

When California applied for statehood in 1849, there were 15 slave states and 15 free states. California wanted to be a free state, but—you guessed it—that would upset the balance. The Compromise of 1850 tried to satisfy both sides. California would become a free state, but the new territories of Utah and New Mexico would decide for themselves whether to allow slavery. As part of the bargain, slave trading would become illegal in Washington, D.C., the nation’s largest slave market. But a new **Fugitive Slave Act** penalized citizens for helping runaway slaves and required them to cooperate with the process of returning slaves to their owners. All of this kept the nation together... for the moment.

Slave States, Free States

Name: _____

A. 11 Slave, 11 Free. Below is the list of free and slave states before 1820. On the Missouri Compromise map, write an S on each slave state and an F on each free state:

Slave States	Free States
Alabama	Connecticut
Delaware	Illinois
Georgia	Indiana
Kentucky	Massachusetts
Louisiana	New Hampshire
Maryland	New Jersey
Mississippi	New York
North Carolina	Ohio
South Carolina	Pennsylvania
Tennessee	Rhode Island
Virginia	Vermont

B. One of Each. The Missouri Compromise let Missouri in as a slave state and Maine in as a free state. On the Missouri Compromise map...

1. Shade Missouri and Maine with diagonal lines like this:



2. Label Missouri and Maine with S and F like you did for the other states.

C. Not Above That Line! The Missouri Compromise also drew an imaginary line across U.S. territory at the 36° 30' line of latitude. New states north of that line would not allow slavery. New states below the line would allow slavery. On the Missouri Compromise map...

1. Find the 36° 30' line of latitude. It is half way between the 36° and 37° lines. (Hint: It's also the border between Tennessee and Kentucky!) Pay attention—lines of latitude follow a slight curve!
2. Starting at the Mississippi River, draw a dotted line *westward* to show the 36° 30' line, like this:
 ● ● ● ● ● ● ● ● ● ●
3. STOP when you reach the border of land controlled by Spain.

D. Another Compromise? On the Compromise of 1850 map...

1. Draw crisscross lines through California like this:
2. Draw a big question mark on each of the two territories that got to decide the slavery issue for themselves.
3. Find Washington, D.C. and draw a dollar sign with a line through it like this:
4. By 1850, there were six new states:

New Slave States	New Free States
Arkansas	Iowa
Florida	Michigan
Texas	Wisconsin

Write F on ALL the free states (including the ones you marked on the other map). Do not mark on the slave states.

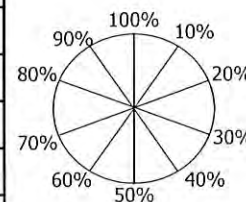
E. The Slave Population. On the Compromise of 1850 map, draw a tiny pie chart on each slave state to show the percent of that state's population that was enslaved. (The circles are already there for you.)

State	Total Population	Percent Enslaved
Alabama	771,623	51%
Arkansas	209,897	22%
Delaware	73,459	3%
D.C.	51,687	7%
Florida	87,450	27%
Georgia	906,186	55%
Kentucky	982,405	22%
Louisiana	517,762	47%
Maryland	583,034	15%
Mississippi	536,526	58%
Missouri	612,044	14%
N. Carolina	869,039	33%
S. Carolina	668,512	58%
Tennessee	1,004,767	24%
Texas	212,612	27%
Virginia	1,421,661	33%

Example:



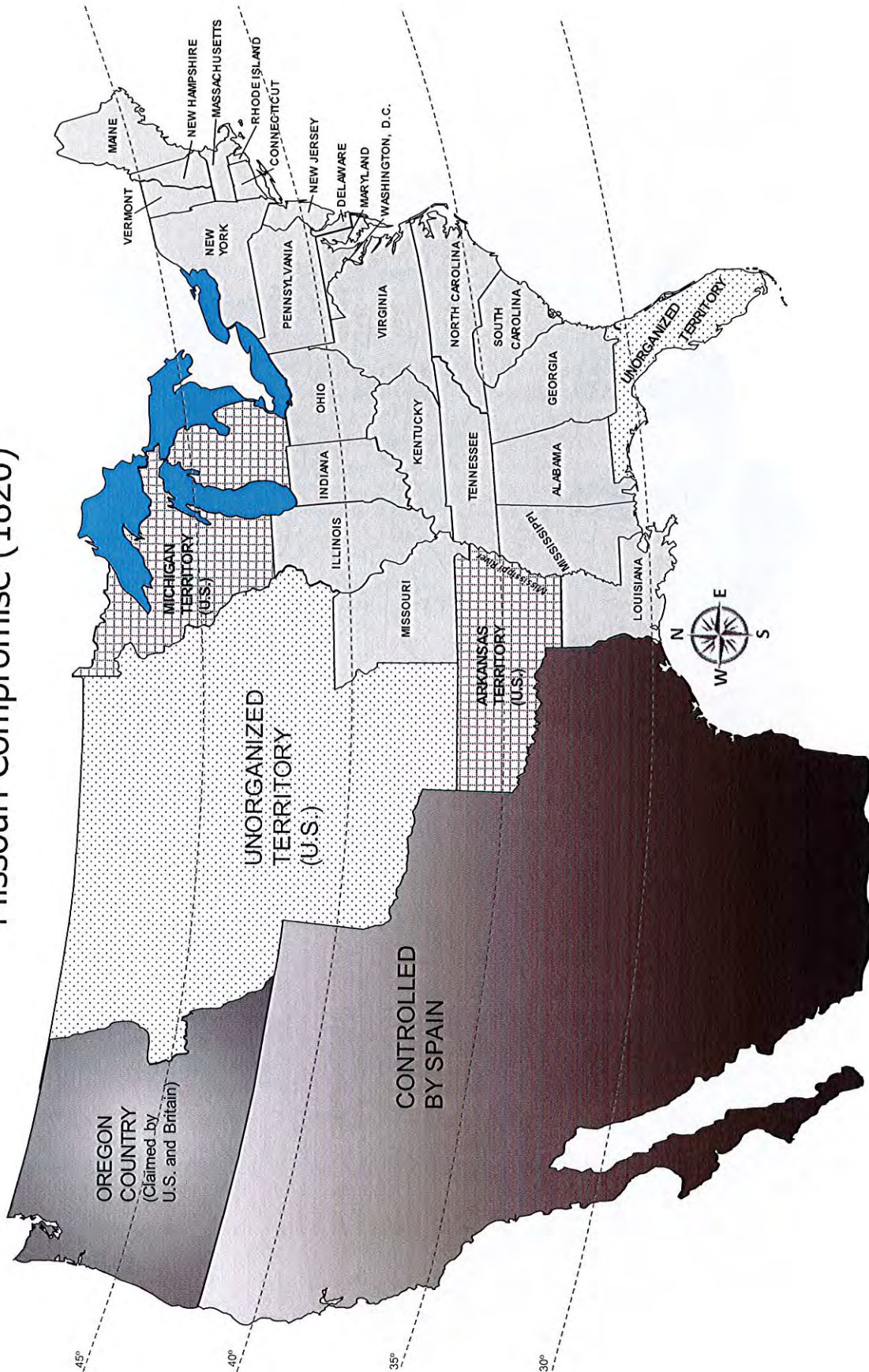
Use this circle to help you figure out how much of each chart to shade:



Slave States, Free States

Name: _____

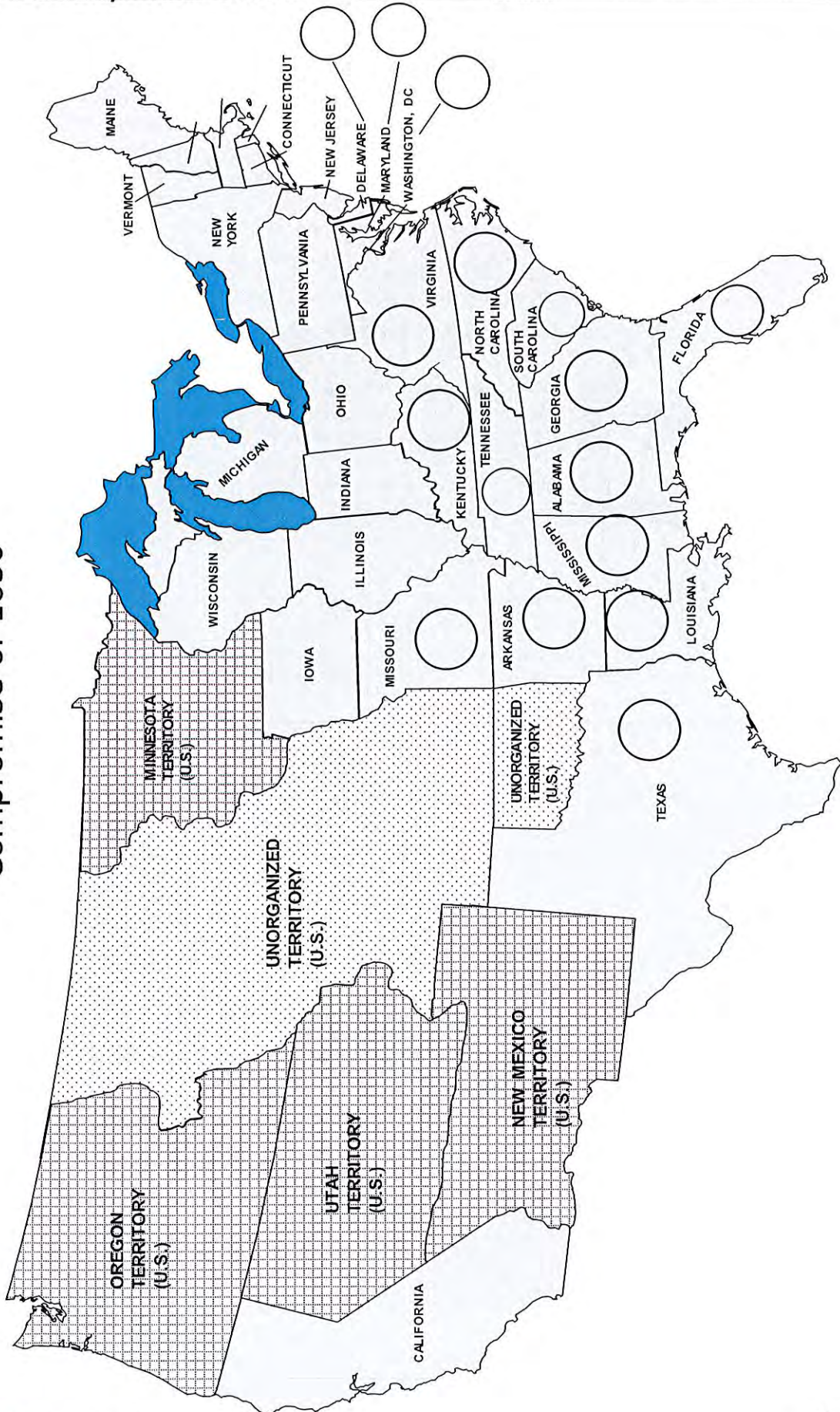
Missouri Compromise (1820)



Slave States, Free States

Name: _____

Compromise of 1850



The Road to Civil Rights

Name: _____



Source: Smithsonian

The Civil Rights Movement has a long history with many different leaders, participants, places, and events. Categorize the terms from the list in the middle into the correct boxes. You will learn about all of these items in this lesson!

This image is from the March on Washington in 1963.

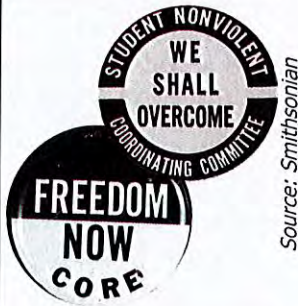
LEADERS

EVENTS

- Martin Luther King, Jr.
- NAACP (National Association for the Advancement of Colored People)
- The March on Washington
- Loving v. Virginia
- Voting Rights Act of 1965
- Montgomery Bus Boycott
- Malcolm X
- Little Rock Nine
- Greensboro Lunch Sit-in
- Medgar Evers
- CORE (Congress on Racial Equality)
- Rosa Parks
- March from Selma to Montgomery
- Brown v. Board of Education
- 24th Amendment
- SNCC (Student Nonviolent Coordinating Committee)
- SCLC (Southern Christian Leadership Conference)
- Civil Rights Act of 1964



Source: Smithsonian



Source: Smithsonian

LAWS & THE COURTS

GROUPS

The Road to Civil Rights

Name: _____

Isn't That Discrimination?

Discrimination happens when one group is treated differently from another. **Segregation** happens when one group is kept separate from another group. Both of these happen when there is **prejudice** or intolerance. You will often hear these words when people talk about the way African Americans have been treated in our country.



Source: Library of Congress

Separate drinking fountains for 'Colored' and 'White' people.



Source: Gateway to Oklahoma History

A nonviolent sit-in at a whites-only lunchcounter in Oklahoma City, OK.

We Shall Overcome

African Americans and others have always resisted prejudice. But the Jim Crow laws that allowed legal discrimination against African Americans might still exist today if it wasn't for the hard work of people in the civil rights movement of the 1950s and 1960s. During that time people joined together, organized, and protested more than ever before. New laws were passed, other laws were declared unconstitutional, and things started to change in people's everyday lives.

The People Who Changed Things: Civil Rights Movers and Shakers

The civil rights movement was made up of many well-known people as well as political groups and ordinary citizens. They all stood up to intimidation, violence, and threat of arrest. Even kids and teenagers got involved!

Martin Luther King, Jr. helped found the Southern Christian Leadership Conference (SCLC). He delivered his "I Have a Dream" speech at the March on Washington.

Malcolm X promoted black independence, self-defense, and human rights. He often disagreed with the non-violent methods of King.

Medgar Evers was a civil rights activist who investigated cases for the National Association for the Advancement of Colored Peoples (NAACP) and helped *James Meredith* integrate the University of Mississippi.

The *Little Rock Nine* integrated their all white high school in 1957. A third grader named *Linda Brown* helped change the laws about school segregation.



Source: Smithsonian

This photo of three of the Little Rock Nine doing homework together was printed in the newspaper.

Change Starts with Forcing People to Pay Attention

Activists used a variety of strategies to end racial discrimination. Like Martin Luther King, Jr., many activists chose to use peaceful or **nonviolent** methods to call attention to the problem and pressure the government to change. Other people, like Malcolm X, thought civil rights would have to be gained through any means necessary—even violence. Both approaches influenced the civil rights movement by calling attention to the discrimination African Americans faced on a daily basis.

Marches involved large groups of protesters taking to the streets with signs, banners, songs, and chants.

Sit-ins were a way to **integrate** (bring the races together) a business or public area. African Americans would sit at 'whites only' areas and wait to be served.

Boycotts called for consumers to avoid a product or service that discriminated against African Americans.

Court cases challenged unfair laws.

The Road to Civil Rights

Name: _____

Change in the White House

It took the work of all three branches to finally protect the civil rights of African Americans and other minority groups in the United States. As the leader of the nation and the executive branch, the president holds an important role in bringing about change.

In 1963, President John F. Kennedy asked for legislation “giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments,” as well as “greater protection for the right to vote.” He was assassinated that same year, but the new president, Lyndon B. Johnson, helped push the bill through Congress. Finally, the **Civil Rights Act of 1964** became law. Both men used their power and influence to enforce major political and social change.



Source: Smithsonian

President John Kennedy
and Vice President
Lyndon Johnson

Change in the Laws

Other changes came about when new laws were passed through Congress:

- The **Civil Rights Act of 1964** prohibits discrimination based on race, color, religion, gender, and national origin. This includes discrimination in the workplace, public places, schools, and in voting.
- The **24th Amendment** ended the practice of poll taxes in 1964. States and local governments could no longer charge citizens for the right to vote.
- The **Voting Rights Act of 1965** prohibits any restriction on the right to vote. This included poll tests and voter intimidation. It followed through on the promise of the 15th Amendment.



Source: Library of Congress

Change in the Courts

Many changes came when the Jim Crow laws that limited the freedoms and rights of African Americans were challenged in the courts:

- **Brown v. Board of Education:** In 1954, the Supreme Court said racial segregation in public schools was unconstitutional.
- **Bailey v. Patterson:** In 1962, the Supreme Court decided that it was unconstitutional for transportation facilities like bus and train stations to be racially segregated.
- **Loving v. Virginia:** In 1967, the Supreme Court decided that any state law that prohibits interracial marriage is unconstitutional.



Source: Library of Congress

Thurgood Marshall
represented the Brown family
in *Brown v. Board of Education*
in 1954. He became the first
African American Justice on the
Supreme Court in 1967.

Did Anyone Oppose the Civil Rights Movement?

YES! There were many different groups that fought the changes brought on by the civil rights movement. In politics, a group called the **Dixiecrats** worked to keep racial segregation and Jim Crow laws in the South. Many southern towns had **white citizen councils** that also fought to keep segregation by creating all white schools and pushing black civil rights activists out of jobs. The most well-known group was the **Ku Klux Klan**, which met secretly and was responsible for acts of violence and terrorism against African Americans and white people who supported the fight for civil rights. These groups, and others, made even speaking out a very dangerous activity.



Source: Library of Congress

Pro-Segregation protest, 1959

The Road to Civil Rights

Name: _____

A. What's the Message? Marches, protests, sit-ins, and boycotts all have one thing in common: signs! Match the problem/solution cards with the correct protest sign.

What's the problem?

**WE MARCH
FOR**

**INTEGRATED
SCHOOLS**

NOW!

What was the solution?

What's the problem?

**WE
DEMAND
VOTING
RIGHTS!**

*No more
'pay to vote'!*

What was the solution?

What's the problem?

**=
HOUSING
NOW!**

What was the solution?

The Road to Civil Rights

Name: _____

<p>Prior to 1956, 17 states required all schools to be segregated by race. State and local laws punished teachers in integrated schools with fines and even jail time!</p>	<p>Many African Americans were turned away from registering to vote and from polling places. They had to pay poll taxes and take impossible tests. They faced threats of violence, false arrest, and beatings by local police and groups like the KKK.</p>	<p>The Fair Housing Act was passed as a part of the 1968 Civil Rights Act. It prohibits discrimination in the sale, rental, and financing (loans) of housing based on race, color, national origin, religion, gender, marriage status, and disability.</p>
<p>In 1964, the 24th Amendment outlawed poll taxes. A year later, the Voting Rights Act banned discrimination at voting booths nationwide.</p>	<p>African Americans were discriminated against when they tried to buy or rent a home. They also had trouble getting loans to purchase big ticket items like houses.</p>	<p>In Brown v. Board of Education, the Supreme Court ruled that the idea of 'separate but equal' was not constitutional. Therefore, laws calling for racial segregation of schools were unconstitutional.</p>

The Road to Civil Rights

Name: _____

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The Road to Civil Rights

Name: _____

B. Vocabulary.

Match the word with its definition.

- | | |
|-----------------------|--|
| ___ 1. activist | A. when one group is treated differently than another group |
| ___ 2. segregation | B. intolerance of a person or group based on their race |
| ___ 3. nonviolent | C. person who protests to call attention to a cause, like civil rights |
| ___ 4. discrimination | D. peaceful |
| ___ 5. integration | E. keeping things or people separate |
| ___ 6. prejudice | F. bringing separate groups together |



Source: Smithsonian

C. Name That Protest!

Take a look at the diary entries of these young civil rights activists and decide which type of protest they participated in. Check the action that each story describes.

1. I walk to my summer job with my brother six days a week. Last summer, we rode the bus, and it only took us 15 minutes. Now we walk four miles each way! It takes over an hour, but it is important for us all to send a message. The bus company needs to know that we do not support segregated seating and discrimination.

- | | |
|----------------------------------|---|
| <input type="checkbox"/> March | <input type="checkbox"/> Voter Registration Drive |
| <input type="checkbox"/> Boycott | <input type="checkbox"/> Sit-In |

2. It was scary, but we sat down at the lunch counter and waited to be served. It wasn't fair that this diner refused to serve blacks, and we decided to sit at that counter until they did serve us. We didn't make a scene, didn't yell, didn't break stuff. We just sat there and waited. Angry people came up and hit us, yelled in our faces, and even dumped a milkshake on my friend's head! But we stayed. After three straight days, the diner finally decided to serve us!

- | | |
|----------------------------------|---|
| <input type="checkbox"/> March | <input type="checkbox"/> Voter Registration Drive |
| <input type="checkbox"/> Boycott | <input type="checkbox"/> Sit-In |

3. My feet hurt! We are on day three of our four day walk from Selma to Montgomery, Alabama. We travel about 12 miles a day and sleep in the fields alongside the road. It isn't easy, but we sing songs and meet other people as we walk. Our goal is to get the state and federal politicians to help blacks vote in the South. We hope that having over 25,000 in our group will get their attention and make change!

- | | |
|----------------------------------|---|
| <input type="checkbox"/> March | <input type="checkbox"/> Voter Registration Drive |
| <input type="checkbox"/> Boycott | <input type="checkbox"/> Sit-In |

4. A bunch of my friends from college and I joined other students and drove to the South to get African Americans to register to vote. Many were scared because groups like the KKK had been beating up people when they went to the polling places. If a boss found out that his black employee was registered to vote, he'd fire him! We went down to educate them about their rights and support them so they would get out and vote!

- | | |
|----------------------------------|---|
| <input type="checkbox"/> March | <input type="checkbox"/> Voter Registration Drive |
| <input type="checkbox"/> Boycott | <input type="checkbox"/> Sit-In |

D. Alphabet Soup.

The civil rights movement was made up of many different groups and organizations, and most were known by their acronyms. Fill in the blanks using the word bank to discover what these letters mean!

Organizations
Student
Christian
Racial
Advancement

1. SNCC: _____ Nonviolent Coordinating Committee
2. CORE: Congress on _____ Equality
3. SCLC: Southern _____ Leadership Conference
4. NAACP: National Association for the _____ of Colored People
5. COFO: Council of Federated _____ (combination of the groups above)

The Road to Civil Rights

Name: _____

E. Who Am I? There were many people involved with the Civil Rights Movement. Read each hint and choose the correct person from the list.



Thurgood Marshall



Malcolm X



Lyndon B. Johnson



Rosa Parks



Linda Brown

Source: Library of Congress

Source: Smithsonian

I started the Montgomery Bus Boycott when I refused to give up my seat to a white man who got on the bus. I was the secretary of the local NAACP.
Who Am I?

I argued before the Supreme Court for the Brown family in *Brown v. Board of Education*. Years later I became the first African American Supreme Court justice.
Who Am I?

My parents fought for me to attend the all white public school near my house.
Who Am I?

I disagreed with the way Martin Luther King, Jr. fought for civil rights. I promoted black pride and black nationalism and was a member of the Nation of Islam.
Who Am I?

As the president of the United States, I signed the Civil Rights Act of 1964, Voting Rights Act of 1965 and Civil Rights Act of 1968 into law.
Who Am I?

F. Problems and Solutions. Remember those 'What if' statements earlier in the lesson? They weren't made up! The Supreme Court made many decisions that changed the way laws treated African Americans. Connect the story, problem, and how the Court solved it using arrows.

The Story

Mildred (African American) and Richard Loving (white) get married in Washington, DC and move to Virginia where they are charged with a crime.

A group of African Americans try to check in to a hotel in Atlanta, Georgia.

African Americans were forced to sit and stand in different areas of the public transportation system.

The Problem

The owner of the Heart of Atlanta hotel refused to rent rooms to blacks, even though the Civil Rights Act of 1964 said he had to.

State and local laws said that all of the city buses, trains, and subway cars must be divided into areas for different races.

Virginia law said you could only marry someone who was the same race as you.

Supreme Court Solution

1962- *Bailey v. Patterson*: The Court banned racial segregation of interstate (from one state to another) and intrastate (within one state) transportation facilities.

1967- *Loving v. Virginia*: The Court decides that state laws banning interracial marriage are unconstitutional.

1964- *Heart of Atlanta v. United States*: The Court said that the federal government could enforce desegregation laws on businesses that served people from other states.

The Road to Civil Rights

Name: _____



Use a map to help you find these important locations of the civil rights movement. Write the correct number next to each star on the map.

The Geography of Civil Rights



① Montgomery, Alabama

December 1, 1955

Rosa Parks is arrested after refusing to give up her seat to whites on a public bus. A local Baptist minister, Martin Luther King, Jr., leads a year-long bus boycott that results in a U.S. Supreme Court case requiring bus desegregation.

② Atlanta, Georgia

February, 1957

The Southern Christian Leadership Conference (SCLC) developed out of the Montgomery Bus Boycott. It was founded by 60 black ministers, including Martin Luther King, Jr. It is still run out of its original offices in Atlanta.

③ Greensboro, North Carolina

February 1, 1960

Four African American college students sit and order coffee at a Woolworth's whites-only lunch counter. Non-violent sit-ins spread to over 100 Southern cities as young people confront segregation and demand change. The Student Non-Violent Coordinating Committee (SNCC) grows out of the sit-in movement.

④ Jackson, Mississippi

May 1961

The Congress for Racial Equality (CORE) organizes Freedom Rides across the deep South. Members integrate interstate buses and bus stops from D.C. to Mississippi. The participants meet with violent mobs, and many CORE members are jailed along the way.

⑤ Washington, D.C.

August 28, 1963

More than 250,000 people gather on the Mall during the peaceful March on Washington. This event was organized by the NAACP and other civil rights groups. Martin Luther King, Jr. delivers his "I Have a Dream" speech on the steps of the Lincoln Memorial.

⑥ Selma, Alabama

March, 1965

Six hundred marchers calling for voting rights are stopped and assaulted by police officers and others on the outskirts of Selma. Martin Luther King, Jr. leads a second march and seeks court protection for an even larger march. The demonstrators win, and up to 25,000 march from Selma to Montgomery, sleeping in fields as they make the four-day trek.

⑦ Memphis, Tennessee

April 4, 1968

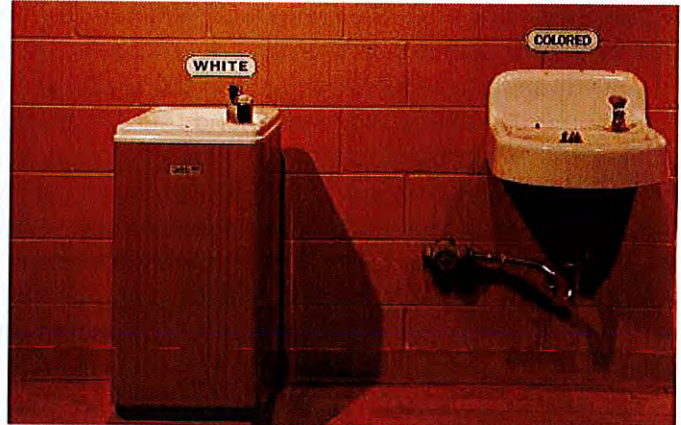
Martin Luther King, Jr. is shot and killed while standing on the balcony of his hotel. King was in town to support black sanitation workers who were on strike in the city.

Jim Crow

Name: _____

Look at this historical photograph and answer the questions.

1. List three ways these two water fountains are different:



Source: Birmingham Civil Rights Institute

2. When do you think this photograph was taken?

- a) 1835 b) 1955 c) 1995

3. List four words that come to mind when you see this picture:

4. Write a sentence about how this photograph makes you feel:

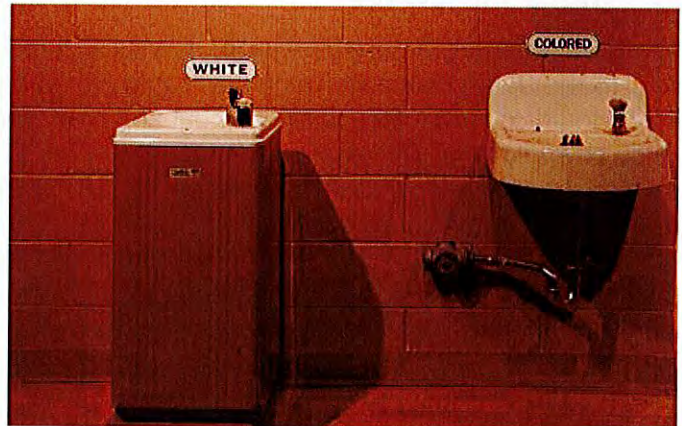
Picture Activity

Jim Crow

Name: _____

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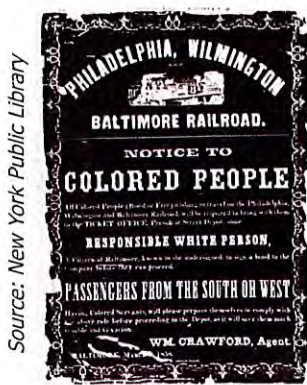
Slavery is over, now what?

In the years right after the Civil War, freedmen (former slaves) were able to vote and participate in government, thanks to the 13th, 14th and 15th Amendments and the Civil Rights Acts. Sadly, some people did not understand that freedmen deserved equal rights and opportunities. The federal government had been protecting these rights, but during the 1870s things begin to change. In 1877, Rutherford B. Hayes became president and ended Reconstruction. He removed federal troops from southern states, so there was no one to enforce the new laws and amendments and no authority to punish those who treated black people unfairly. From then on, people worked to **undermine**, or weaken, efforts at equality, and states passed laws that greatly restricted the rights and freedoms of black people living in the South (and the North!).



Source: Library of Congress

A group of freedmen and women in Richmond, VA 1865



Source: New York Public Library

An example of Black Codes in Philadelphia.

Making Adjustments

The end of slavery meant major social changes for all because slavery had kept black and white societies apart for so long. Once freed, former slaves acted quickly to create their own communities with new churches and schools. Some stayed in the South, while others migrated to the North hoping to find better living conditions and work.

By the 1870s, most southern states had adopted laws known as **Black Codes**, creating a legal form of segregation. **Segregation** is when people are separated by race. These codes limited the rights and freedoms of black people. Northern states varied in the way they accepted black people, but segregation was common all over the nation.

So, Who is Jim Crow?

Before the internet, before television, movies and radio, people went to the theater for entertainment. Daddy Rice, a white actor, would cover his face with charcoal and then sing and dance in a silly way. This character's name was Jim Crow. Just like we compare people to characters on TV, people began to use Jim Crow as a way to describe black people. (It wasn't a compliment.) For example, there were 'Jim Crow' cars on trains where all black people were forced to sit, even if they bought a first-class ticket! As time went on, the term was also used to describe any racist law that restricted the rights and opportunities of black people.



Source: Library of Congress

Early drawing of the Jim Crow character and an entertainer performing in 'black face'.



You Say I Can't Do What?!

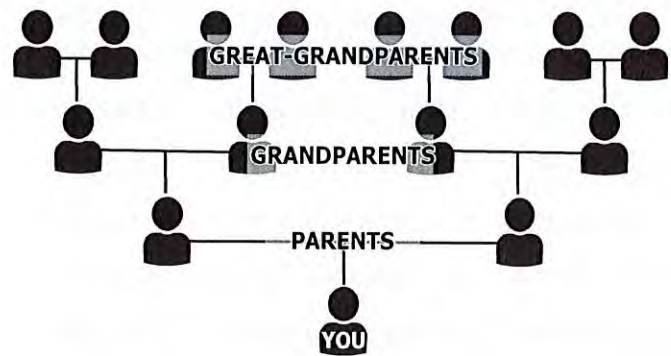
Jim Crow laws were found all over the South and even in many Northern states. It would have been very difficult to walk around any large town or city and *not* see a sign dividing whites and blacks. The segregation of public accommodations was only one way that Jim Crow laws controlled people's behavior. There were limits on whom people could marry, adopt, or where they could attend school. There was even one law limiting who could cut your hair! The laws don't make any sense today, but it was a fact of life for the millions of people living in America between the 1860s and the 1960s.

Jim Crow

Name: _____

Who is Black?

All of the Jim Crow laws were based on the difference between whites and blacks. But what does that mean? Most states decided that you were considered black if you had only one great-grandparent who was black (1/8 African heritage). If there was doubt, a person would have to prove that they could go back three generations without any African heritage.



Jim Crow Laws

Education: Public schools were provided for black children, but they were not as nice as the schools provided for white children. Most lacked books, supplies, and other resources. One law said that blacks and whites could not use the same textbooks, and another required bus drivers to be the same race as the children they drove around!

Public Accommodation:

Accommodation means a place where people spend time. This can mean anything from a restaurant to a prison to a hotel. Many of the Jim Crow laws were written to keep the races separate, and public spaces were the most visible area for interaction. Restaurants could not serve blacks and whites in the same dining room. Circuses and theaters had to provide two separate ticket booths, entrances, and seating areas. Missouri, Texas, and other states called for separate libraries for black people and white people. "White Only" signs were seen on bathroom doors, drinking fountains, public pools, waiting rooms and businesses all over the South and in some areas of the North.

Marriage and Family: *Miscegenation* is a word that means the mixing of races. Both Northern and Southern states had a variety of laws that banned marriages and relationships between blacks and whites. There were also laws that either banned **interracial** (more than one race) adoptions or required the race of the baby and adopting parents to be written on the legal documents.

Voting Rights: We already know that freedmen were given the right to vote under the 15th Amendment in 1870. Between 1871 and 1889, almost all Southern states passed laws that restricted African Americans' right to vote. In Georgia and South Carolina black voting was cut in half between 1880 and 1888! Even when black people did vote, many of their ballots were stolen or not even counted. These restrictive laws continued into the 1960s until President Lyndon Johnson signed the Voting Rights Act in 1965.



Source: Smithsonian



Source: Smithsonian



Source: Smithsonian

Transportation: Black people were required to sit in the back of public buses and train cars, or in a separate car altogether. The famous Supreme Court case *Plessy v. Ferguson* established that it was okay to create "separate but equal" public settings. This 1896 case set the stage for numerous state and local laws requiring blacks and whites to stay segregated in society.

Jim Crow

Name: _____

Your teacher will show you a document from the Jim Crow era. Which rights are restricted in each document? Circle the correct category from the reading.



Document 1	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 2	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 3	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 4	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 5	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 6	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 7	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 8	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 9	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 10	Marriage and Family	Education	Public Accommodation	Transportation	Voting



Place a star ★ next to the document that *shocked* you the most.

After looking at these examples, what do you think the *purpose* of these laws were?

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Document 5	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 6	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 7	Marriage and Family	Education	Public Accommodation	Transportation	Voting
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