


THE CIVIL RIGHTS ERA

1954–1968 / U.S. HISTORY

APPLYING COMMON CORE

ACTIVITIES TO MEET ANCHOR STANDARDS



CHARLIE BOONE



U.S. HISTORY / 1954 – 1968

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Introduction

Goals

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

Organization

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

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

Tracking Common Core Standards

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

Narrative Writing

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

Common Core Standards

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

Common Core Standards

READING

Key Ideas and Details

RH.6-8.1

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

RH.6-8.2

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

» *Summarize primary or secondary sources.*

RH.6-8.3

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

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

Craft and Structure

RH.6-8.4

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

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

RH.6-8.5

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

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

RH.6-8.6

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

Integration of Knowledge and Ideas

RH.6-8.7

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

» *Interpret a reading with a visual.*

RH.6-8.8

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

RH.6-8.9

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

Range of Reading and Level of Text Complexity

RH.6-8.10

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

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.8.1

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

WRITING

Text Types and Purposes

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

» *Argumentative writing.*

WHST.6-8.2

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

» *Informative writing.*

W.6-8.3

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

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

Production and Distribution of Writing

WHST.6-8.4

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

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

» *Write for a specific audience.*

WHST.6-8.5

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

» *Use writing process.*

WHST.6-8.6

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

» *Publish writing for an audience.*

Research to Build and Present Knowledge

WHST.6-8.7

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

» *Research to answer a question.*

WHST.6-8.8

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

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

WHST.6-8.9

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

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

Range of Writing

WHST.6-8.10

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

Tracking Common Core Standards

CCSS.ELA-LITERACY	Assignment	Assignment	Assignment	Assignment
<u>RH.6-8.1</u>				
<u>RH.6-8.2</u>				
<u>RH.6-8.3</u>				
<u>RH.6-8.4</u>				
<u>RH.6-8.5</u>				
<u>RH.6-8.6</u>				
<u>RH.6-8.7</u>				
<u>RH.6-8.8</u>				
<u>RH.6-8.9</u>				
<u>RH.6-8.10</u>				
<u>SL.8.1</u>				
<u>WHST.6-8.1</u>				
<u>WHST.6-8.2</u>				
<u>WHST.6-8.4</u>				
<u>WHST.6-8.5</u>				
<u>WHST.6-8.6</u>				
<u>WHST.6-8.7</u>				
<u>WHST.6-8.8</u>				
<u>WHST.6-8.9</u>				
<u>WHST.6-8.10</u>				

Note: WHST.6-8.3 is not included on this chart because it is not required for social studies teachers.

Key Ideas and Details

ACTIVITY 1

Little Rock Nine

RH.6-8.1

RH.6-8.2

ACTIVITY 2

1964 Civil Rights Act

RH.6-8.1

RH.6-8.2

RH.6-8.3

ACTIVITY 1

CHAPTER
Key Ideas and Details

DURATION
1 class period

Little Rock Nine

COMMON CORE STANDARDS

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.10

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

SL.8.1

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

DIRECTIONS

- **Note:** Racial epithets appear in some primary sources in the following activity. These terms have not been written out in full.
- Students answer the following questions in their journal: "What are some examples of segregation? How long ago did segregation end in the United States? What are some examples of segregation today?"
- Students read "Melba Pattillo Quotations" independently, underlining parts that are shocking and highlighting parts that are inspiring. They should draw a line from these and in the margin explain why they found these parts shocking or inspirational.
- In small groups, student will go around the circle twice to share what they were struck by. The first time around, students read a quotation they found shocking and explain why. The second time around, students read a quotation they found inspiring and explain why.
- Students independently answer the questions.
- Back in their small groups, students take turns choosing a question for the group to discuss. When finished, individual students share their answers with the class.

EXTENSIONS

- The year after the Little Rock Nine integrated Central High School, the governor of Arkansas closed down all the public high schools in Little Rock instead of allowing integration. Assign students to explore this historical event referred to as the "Lost Year."
- Have students learn about the experiences of other members of the Little Rock Nine and write a narrative from one of their perspectives.
- Show students the powerful 1996 Oprah Winfrey show about the Little Rock Nine. Members of the Little Rock Nine were there to discuss their experiences, come face-to-face with some of their (now repentant) tormentors, and thank a few people who helped them.

MELBA PATTILLO QUOTATIONS ^{1/4}

In 1957, the Little Rock Nine was the first group of black high school students to integrate a southern school, Central High School in Little Rock, Arkansas. Melba Pattillo was one of the Little Rock Nine. She wrote the book *Warriors Don't Cry* about her experience.

Patillo's Feelings about Growing Up in the Segregated South

Black folks aren't born expecting segregation, prepared from day one to follow its confining rules. Nobody presents you with a handbook when you're teething and says, "Here's how you must behave as a second-class citizen." Instead the humiliating expectations and traditions of segregation creep over you, slowly stealing a teaspoonful of your self-esteem each day. . . .

By the time I was four years old, I was asking questions neither my mother nor grandmother cared to answer. "Why do the white people write 'Colored' on all the ugly drinking fountains, the dingy restrooms, and the back of the buses? When will we get our turn to be in charge?" . . .

With the passage of time, I became increasingly aware of how all of the adults around me were living with constant fear and apprehension. It felt as though we always had a white foot pressed against the back of our necks.

[On a visit to Cincinnati Melba experienced what it was like to live outside of a segregated society.]

For me, Cincinnati was the promised land. After a few days there, I lost that Little Rock feeling of being choked and kept in "my place" by white people. I felt free, as though I could soar above the clouds. I was both frightened and excited when the white neighbors who lived across the street invited me for dinner. It was the first time white people had ever wanted to eat with me or talk to me about ordinary things. Over the dinner table, I found out they were people just like me.

The First Day the Little Rock Nine Tried to Enter the School

The Little Rock Nine attempted to go to school on September 4 despite the governor's opposition. The Arkansas National Guard and an angry mob blocked them from entering the school. Patillo and her mom had to run to get away from the mob.

"Two, four, six, eight, we ain't gonna integrate!" Over and over the words rang out. The terrifying frenzy of the crowd was building like steam in an erupting volcano. . . .

Ever so slowly, we eased our way backward through the crowd, being careful not to attract attention. But a white man clawed at me, grabbing my sleeve and yelling, "We got us a n——r right here!" . . . As a commotion began building around us, Mother took my arm, and we moved fast. . . .

We gained some distance from the center of the crowd and made our way down the block. But when I looked back, I saw a man following us, yelling, "They're getting away! Those n——rs are getting away!" Pointing to us, he enlisted others to join him. Now we were being chased by four men, and their number was growing. . . .

The men chasing us were joined by another carrying a rope. At times, our pursuers were so close, I could look back and see the anger in their eyes. Mama's pace slowed, and one man came close enough to touch her. He grabbed for her arm but instead tugged at her blouse. The

fabric ripped, and he fell backward. Mama stepped out of her high-heeled shoes, leaving them behind, her pace quickening in stocking feet.

[They made it home, but were definitely shaken up by the experience.]

Difficulties Patillo and Her Family Faced

After a state court ruled in their favor, the governor was no longer able to use the Arkansas National Guard to block their entry. Still, the mobs awaited, and after a harrowing day where protesters broke down a barricade to chase them at school, President Eisenhower sent the 101st Airborne Division to walk them by the mobs and to class. The presence of troops fluctuated throughout the year, but the harassment of the students, even when soldiers were there, was intense and ugly.

Suddenly I felt it—the sting of a hand slapping the side of my cheek, and then warm, slimy saliva on my face, dropping to the collar of my blouse. . . .

As I entered the classroom, a hush fell over the students. The guide pointed me to an empty seat, and I walked toward it. Students sitting nearby quickly gathered their books and moved away. I sat down, surrounded by empty seats and feeling unbearably self-conscious. . . .



Soldiers from the 101st Airborne Division escorting the Little Rock Nine students into Central High School, 1957

. . . “Get down!” [Danny, her guard] shouted again as what appeared to be a flaming stick of dynamite whizzed past and landed on the stair just below me. Danny pushed me aside as he stamped out the flame.

[Patillo was even attacked in the bathroom.]

“Bombs away!” someone shouted above me. I looked up to see a flaming paper wad coming right down on me. Girls were leaning over the top of the stalls on either side of me. Flaming paper floated down and landed on my hair and shoulders. I jumped up, trying to pull myself together and at the same time duck the flames and stamp them out. I brushed the singeing ashes away from my face as I frantically grabbed for the door to open it. . . .

. . . Teams of students appeared to be assigned specific kinds of torture. One team concentrated on slamming us into lockers, while another focused on tripping us up or shoving us down staircases; still another concentrated on attacks with weapons. . . .

A red-haired freckle-faced girl, the one who taunts me in homeroom, keeps trailing me in the hallway between classes. Today she spit on me, then slapped me. Later in the day as I came around a corner, she tripped me so that I fell down a flight of stairs. . . . When I told a school official about it, he said she was from a good family and would never do such a thing. . . .

. . . As I emerged from the cafeteria today, he walked right up, face to face, stepping on my toes so I couldn’t move for a long moment. He shoved me backward and then held a wrench up to my face. He waved it around and shouted all sorts of threats that he could do a lot of awful things to my face with it. The boy flashed a shiny black object in my face. The sudden pain in my eyes was so intense, so sharp, I thought I’d die. It was like nothing I’d ever felt before. I couldn’t hear or see or feel anything except that throbbing, searing fire centered in my eyes.

[Someone had thrown acid into her eyes. Her guard, Danny, immediately washed her eyes out with water. If he hadn't, she might have lost her sight.

The abuse extended to their families.]

The segregationists organized a systematic process for phoning our homes at all hours of the night to harass us. They also phoned our parents at their places of work and any other relatives or friends they could annoy. . . . Repeated bomb threats were telephoned to our homes.

[Melba's mother was an English teacher at a different Little Rock school. Near the end of the year, Melba's mom was told that her teaching contract would not be renewed unless she withdrew Melba from Central High School. After notifying the papers and a local minister, she was able to get her job back.]

Her Grandma's Advice

Melba's had a close relationship with her grandma who helped Melba find the strength to make it through the year. One day Melba broke down crying. Melba's grandma made sure she was okay then told her,

You'll make this your last cry. You're a warrior on the battlefield for your Lord. God's warriors don't cry, 'cause they trust that he's always by their side. The women of this family don't break down in the face of trouble. We act with courage, and with God's help, we ship trouble right on out. . . .

. . . This year is different. It won't always be this way. . . .

. . . Later, you'll be grateful for the courage it built inside you and for the blessing it will bring.

[When Melba came home after having been hit with an egg, she told her grandma.] "I've never been so embarrassed." *[Her grandma replied,]* "Oh, I'll bet there've been other times and there'll be more. Embarrassment is not a life-threatening problem. It can be washed away with a prayer and a smile, just like this egg is washed away with a little water."

[Melba's grandma then advised her to "take charge" of the "mind games" and pretend she liked the abuse. For instance she should say,] "Thank you," with a smile. . . . What they want is for you to be unhappy. That's how they get pleasure."

How Patillo Dealt with the Abuse

I had to appear confident and alert. I squared my shoulders, trying not to show how frightened and timid I really felt. I told myself I had to be like a soldier in battle. I couldn't imagine a 101st trooper crying or moping when he got hurt. . . .

As I stepped into the hallway, just for an instant the thought of fewer troops terrified me. But the warrior growing inside me squared my shoulders and put my mind on alert to do whatever was necessary to survive. . . . I had to take care of myself.

[She often used her grandma's strategy of taking charge of the mind games. One example was when a boy came up to her while she was reading.]

"N—rs are stupid, they gotta study real hard, don't they?" he said in a loud voice. "Thanks for the compliment," I said looking at him with the pleasantest expression I could muster so he wouldn't believe I was annoyed.

White Students at the School Who Were Nice to Her

Over lunch, Carlotta, Thelma, and I were joined by a couple of friendly white girls. . . . Indeed, a few white students were trying to reach out to us. They explained that many of their friends would stay away because they feared segregationists who warned them against any show of kindness toward us. . . .

. . . A girl smiled at me today, another gave me directions, still another boy whispered the page I should turn to in our textbook.

[*When the Little Rock Nine shared their experiences after their first day in class,*]

There were tales of flying books and pencils and words that pierce the soul. But there were also descriptions of polite students who volunteered to sit beside us or offered to lend back homework assignments or flashed a warm smile when we needed it most.

Wishing She Could Just Be a Normal Teenager

Everything in my life is so new. Could I please do some of the old things that I know how to do again. I don't know how to go to school with soldiers. . . .

. . . Please, God, let me learn how to stop being a warrior. Sometimes I just need to be a girl. . . .

. . . I had also promised myself that I wasn't going to turn on the news, read the newspaper, talk, read, or write about integration. I would listen to records, read my *Seventeen* and *Ebony* magazines, and write in my diary. I thought I'd never again be sitting on my bed nestled between my huge white lace pillows and my stuffed animals, just like a normal girl.

After Little Rock

After graduation they were taken around the country to receive awards

In Little Rock we had been “n——rs,” but up North we were heroes and heroines. We were paraded across stages before adoring audiences, chauffeured about in limousines, and treated like royalty at luxurious hotels. . . .

Indeed, I followed my dream, inspired by those journalists I met during the integration. I attended Columbia University's School of Journalism and became a news reporter. I always remembered it was the truth told by those reporters who came to Little Rock that kept me alive. . . .

I look back on my Little Rock integration experience as ultimately a positive force that shaped the course of my life.

Source: Beals, Melba Pattillo. *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High*. New York: Simon Pulse, 1995.

1. Cite a line or phrase that you found inspiring. Explain.
2. Cite a second line or phrase that you found inspiring. Explain.
3. Describe how tough Melba Pattillo's year was. Give specific examples and cite at least two quotes to support your answer.
4. How did Melba make it through the year? Support your answer with at least one quote.
5. In what ways do you identify with what Melba Pattillo went through? In what ways can you not identify with what Pattillo went through?
6. Choose one quote from Patillo's grandmother, summarize it in your own words, and explain why you think it would have been helpful for Patillo.

7. Patillo said, "I look back on my Little Rock integration experience as ultimately a positive force that shaped the course of my life." Why might this be?
8. Why might it have been a bad idea to stand up to their tormentors?
9. Many of their tormentors were high school students. In what ways were they *not* responsible for their behavior? In what ways were they responsible for their behavior?
10. In the book, Patillo discusses the help she got from a white classmate named "Link." Link's dad was part of the segregationists. Link would go to the meetings and then call Patillo to warn her of what they had planned for her. Still, if he were around his friends at school, he would yell racial slurs at her as well. Propose an explanation for Link's actions.
11. Pretend you are a parent and your son or daughter does not want to go to school one morning. Use the story of the Little Rock Nine to explain why he or she should be happy to go to school.

ACTIVITY 2

CHAPTER
Key Ideas and Details

DURATION
1 class period

1964 Civil Rights Act

COMMON CORE STANDARDS

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.3

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

RH.6-8.10

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

DIRECTIONS

- The Civil Rights Act is more than 20 pages long, so it will not be included here. Ideally, each student will have a computer to access it. Alternatively, pairs can share a computer and do the entire activity together, or groups of three to four students can receive one printed copy and complete all of the activities as a group. The website www.ourdocuments.gov has images of the original, a printer-friendly version, and the document transcript.
- The teacher makes clear that today's goals are (1) finding information in a long, complicated document and (2) learning about the 1964 Civil Rights Act.
- Students look through the document quietly for about five minutes while considering three questions: How is this organized? What can I learn from it? What questions do I have? Students share the answers to these questions with a neighbor, then the class.
- The teacher explains how the 1964 Civil Rights Act is organized and has students race to be the first to find certain parts. For example, "What is the first line in Title VI, Section 604?" and "What is the first line in Title VII, Section 701, Subsection b?"
- With a partner, students are challenged to find the most complicated sentence in the document. Students share the sentences they found, and the class decides which sentence was the most complicated.
- The class completes question 1 together.
- With a partner, students answer the rest of the questions.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|--------------------|------------------|--------------------------|
| ▪ Attorney general | ▪ Discrimination | ▪ Jurisdiction |
| ▪ Civil rights | ▪ Establishment | ▪ Literacy test |
| ▪ Commission | ▪ Federal | ▪ Subsection |
| ▪ Desegregation | ▪ Injunctive | ▪ Title (as in Title II) |

CIVIL RIGHTS ACT QUESTIONS ^{1/3}



President Lyndon B. Johnson signing the 1964 Civil Rights Act

1. Find the name for each title, and give an example of something that the title makes illegal.

Title I:

Title II:

Title III:

Title IV:

2. Find the name for each title.

Title V:

Title VI:

Title VII:

Title VIII:

Title IX:

Title X:

Title XI:

3. Close your eyes and point to a random section. List where it is and cite the first eight words from it. What is this section about?
4. Repeat with a second random section.
5. Cite the first eight words from Title VI, Section 601. What is this section about?
6. Cite the first eight words of Title VII, Section 711, Subsection b. How much of a fine can someone be charged for failing to comply with Title VII, Section 711, Subsection a?
7. Read clause 1 from Title VII, Section 703, Subsection a. What is the section about?

8. Find Title II, Section 201, Subsection a. Summarize what it says in your own words.
9. In Title II, Section 201, Subsection b, Paragraphs 1–4, specific establishments are mentioned. List a few.
10. According to Title II, Section 206, Subsection a, what is the process the attorney general should follow if an establishment is discriminating against someone?
11. Make an argument that the Civil Rights Act was more important than the Emancipation Proclamation (where Lincoln freed all slaves in rebelling areas).
12. Some say that the Civil Rights Act is not necessary anymore. Why might that be the case? What do you think? Explain.

Craft and Structure

ACTIVITY 3

Analyzing Arguments against Interracial Marriage

RH.6-8.4

RH.6-8.6

ACTIVITY 4

Martin Luther King Jr. and Malcolm X

RH.6-8.5

Analyzing Arguments against Interracial Marriage

COMMON CORE STANDARDS

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.4

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

RH.6-8.6

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

RH.6-8.8

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

RH.6-8.10

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

DIRECTIONS

- Students work with a neighbor on the vocabulary activity. Students share their answers with the class.
- The class reads “Court Cases after the Civil War” together, summarizing each paragraph in their own words in the margins.
- Students read “*Loving v. Virginia* (1967)” independently. With a partner, they summarize each paragraph in the margins. They share what they wrote with the class.
- Students independently read “Bob Jones University Letter (1998)” and summarize the paragraph in their own words in the margins. Students share what they wrote with the class.
- Students independently answer questions.
- The teacher could have the class look into how some schools still have segregated proms. *Prom Night in Mississippi* is a documentary about the integration of a prom in 2008 at the high school Morgan Freeman attended.

VOCABULARY ACTIVITY

Write the letter of the definition in front of the vocabulary word. Use the context sentences or phrases for help.

- a. Sign that something bad is going to happen
- b. Blending
- c. Stated strongly as a fact
- d. Being married to more than one person at the same time
- e. Not white
- f. Instruction
- g. Dealing with how society affects one's mind
- h. Having feminine characteristics
- i. Ban

1. ____ Effeminate

The offspring of these unnatural connections are generally sickly and **effeminate**.

2. ____ Prohibition

*Stands on the same footing as the **prohibition** of polygamous marriage.*

3. ____ Polygamous

*Stands on the same footing as the prohibition of **polygamous** marriage.*

4. ____ Portent

*Any effort to intermerge the individuality of the races as a calamity full of the saddest and gloomiest **portent** to the generations that are to come after us.*

5. ____ Amalgamation

*The **amalgamation** of the races is not only unnatural, but is always productive of deplorable results.*

6. ____ Non-Causasic

*But persons who have one-sixteenth or less of the blood of the American Indian and have no other **non-Caucasic** blood shall be deemed to be white persons.*

7. ____ Psycho-sociological

*It is clear from the most recent available evidence on the **psycho-sociological** aspect of this question.*

8. ____ Prescription

*Or the **prescription** of minimum ages at which people may marry.*

9. ____ Dogmatically

*Although there is no verse in the Bible that **dogmatically** says that races should not intermarry.*

ARGUMENTS AGAINST INTERRACIAL MARRIAGE ^{1/2}

Court Cases after the Civil War

In *Scott v. Georgia* (1869), the Georgia Supreme Court ruled against interracial marriage, saying,

The amalgamation of the races is not only unnatural, but is always productive of deplorable results. Our daily observation shows us, that the offspring of these unnatural connections are generally sickly and effeminate, and that they are inferior in physical development and strength. . . . Such connections never elevate the inferior race to the position of the superior, but they bring down the superior to that of the inferior. They are productive of evil, and evil only, without any corresponding good.

*[In 1870 Tennessee passed a law banning interracial marriages. In *Lonas v. State* (1871) a lawyer for the state argued that it was “distasteful to our people, and unfit to produce the human race in any of the types in which it was created.”]*

*[The state won in *Lonas v. State*. The Tennessee Supreme Court explained their decision:]* “The laws of civilization demand that the races be kept apart in this country. . . . [Those dedicated to the nation’s best interests] would regard any effort to intermerge the individuality of the races as a calamity full of the saddest and gloomiest portent to the generations that are to come after us.”

Source: “Racist Eugenics: Alive and Well in NC.” *Racism Review*. May 3, 2012.
<http://www.racismreview.com/blog/2012/05/03/racist-eugenics-alive-and-well-in-nc/>

Loving v. Virginia (1967)

In 1959 Richard (a white man) and Mildred (a woman of African American and Native American descent) Loving were arrested for living as a married couple. They were sentenced under the Virginia Racial Integrity Act of 1924 which stated:

It shall hereafter be unlawful for any white person in this State to marry any save a white person, or a person with no other admixture of blood than white and American Indian. For the purpose of this act, the term “white person” shall apply only to the person as has no trace whatsoever of any blood other than Caucasian; but persons who have one-sixteenth or less of the blood of the American Indian and have no other non-Caucasic blood shall be deemed to be white persons.

[The trial judge, Leon Bazile, wrote in his decision,]

Almighty God created the races white, black, yellow, malay and red, and he placed them on separate continents. And but for the interference with his arrangement there would be no cause for such marriages. The fact that he separated the races shows that he did not intend for the races to mix.

[The United States Supreme Court eventually ruled on the case (deciding that banning interracial marriages was unconstitutional). The prosecuting attorney R. D. McIlwaine made the following two arguments while defending the State of Virginia’s policy that interracial marriage could remain illegal:]

It is clear from the most recent available evidence on the psycho-sociological aspect of this question that intermarried families are subjected to much greater pressures and problems than are those of the intramarried and that the state's prohibition of [interracial marriage], for this reason, stands on the same footing as the prohibition of polygamous marriage, or incestuous marriage, or the prescription of minimum ages at which people may marry, and the prevention of the marriage of people who are mentally incompetent. . . .

Now if the state has an interest in marriage, if it has an interest in maximizing the number of stable marriages and in protecting the progeny of interracial marriages from these problems, then clearly there is scientific evidence available that is so. It is not infrequent that the children of intermarried parents are referred to not merely as the children of intermarried parents but as the "victims" of intermarried parents and as the "martyrs" of intermarried parents.

Source: Robinson, B. A. "Marriage Prohibition on the Basis of Race." ReligiousTolerance.org. Last modified January 22, 2015. http://www.religioustolerance.org/hom_mar14.htm.

Bob Jones University Letter (1998)

Bob Jones University accepted students of all races but had a policy against interracial dating. In 1998 the university sent out a letter to explain their policy:

Thank you for your phone call concerning interracial relations here at Bob Jones University. The University has an open admissions policy, and we accept students of any race. The student body is fully integrated with all students participating in all activities and organizations regardless of race.

Bob Jones University does, however, have a rule prohibiting interracial dating among its students. God has separated people for His own purpose. He has erected barriers between the nations, not only land and sea barriers, but also ethnic, cultural, and language barriers. God has made people different from one another and intends those differences to remain. Bob Jones University is opposed to intermarriage of the races because it breaks down the barriers God has established. It mixes that which God separated and intends to keep separate. . . .

Although there is no verse in the Bible that dogmatically says that races should not intermarry, the whole plan of God as He has dealt with the races down through the ages indicates that interracial marriage is not best for man. . . .

Christian students of all races find a happy and harmonious atmosphere here at the University, and the number of minority students grows every year. We believe prejudice to be Biblically wrong, and it is not tolerated in the student body.

I trust this information is helpful to you. Kind regards.

[Bob Jones University reversed their position and started allowing interracial dating in 2000. In 2008 the University's president apologized for the university's past racist policies.]

Source: Pait, Jonathan. Jonathan Pait to James Landrith, August 31, 1998. In "Letter from Bob Jones University re: Interracial Dating," Multiracial Activist, August 31, 1998. <http://multiracial.com/site/index.php/1998/08/31/letter-from-bob-jones-university-re-interracial-dating/>.

ANALYZING ARGUMENTS AGAINST INTERRACIAL MARRIAGE ^{1/2}

1. For each handout, cite a line or phrase that shows the person who said it is opposed to interracial marriage.

Court Cases after the Civil War:

Loving v. Virginia:

Bob Jones University Letter:

2. Summarize one of the arguments against interracial marriage. What is most surprising to you about this argument?

3. Cite an example of a line or phrase that is presented as if it is a fact but is actually an opinion. Explain.

4. Cite a second example of a line or phrase that is presented as if it is a fact, but is actually an opinion. Explain.

5. Cite a line or phrase that could be used or has been used to argue gay people should not be allowed to marry.
6. How is the interracial marriage issue similar to the current gay marriage controversy?
7. Do you think gay people should be able to get married? Why or why not?

ACTIVITY 4

CHAPTER
Craft and Structure

DURATION
1 class period

Martin Luther King Jr. and Malcolm X

COMMON CORE STANDARDS

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.5

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

RH.6-8.10

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

DIRECTIONS

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

EXTENSIONS

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

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



Martin Luther King Jr. and Malcolm X, 1964

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

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

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

Malcolm X might be best known for the various changes he went through in his life, both in his social standing and his political beliefs. As a young man, he became involved in crime and in 1946 was sent to jail for six years for a burglary. While an inmate, Malcolm X joined the Nation of Islam, an organization founded by African American Muslims that believed a separation of the races was necessary for black people to gain equality. After he was released from prison, he rose to become the Nation of Islam's most famous spokesman. Because of his speaking skills and charisma, Malcolm X is given much of the credit for the movement's numbers

exploding from 400 in 1952, when he was released from jail, to 40,000 by 1960. Despite his popularity, Malcolm X remained highly controversial, advocating gaining equality by "any means necessary," including force, and referring to white people as "devils." But after a break with the Nation of Islam in 1964 and a trip to Mecca, Malcolm X became open to America's race issues being resolved peacefully. He was assassinated soon after he left the Nation of Islam. As evidenced by the popularity of the Alex Haley–penned *The Autobiography of Malcolm X* and the 1992 Spike Lee film based on it, his life story has proved inspirational well after its much-too-early end.

Martin Luther King Jr. and Malcolm X had very different childhoods. King had a stable family life. His father was a successful Baptist preacher, and his mother's gentle nature helped balance his father's strictness. Apart from struggling with the effects of segregation and losing a grandmother with whom King was close, there were no major upheavals in his life. On the other hand, Malcolm X's early life, when he was known as Malcolm Little, was defined by tragedy. His dad was a Baptist minister and outspoken about black rights. Malcolm's father became a target of white supremacists, with them likely being responsible for burning down his house in 1929 and his



Martin Luther King Jr., 1964

death in 1931. Struggling with depression over losing her husband and having to raise seven children on her own, Malcolm's mother had a mental breakdown. In 1937 she entered a mental institution, and the children were sent away.

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

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

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

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

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

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

6. On whom did Martin Luther King Jr. base his peaceful protest tactics?
7. How did Malcolm X 's views change over his life?
8. Reorganize the information about Malcolm X chronologically, starting with the beginning of his life. Mention at least five events.
9. Reorganize the information about Martin Luther King Jr. by importance, starting with his biggest contributions to the Civil Rights Movement. Mention at least three accomplishments and explain why they were so important.

Integration of Knowledge and Ideas

ACTIVITY 5

Discrimination and Progress

RH.6-8.7

ACTIVITY 6

Emmett Till

RH.6-8.8

RH.6-8.9

ACTIVITY 5

CHAPTER
Integration of Knowledge and Ideas

DURATION
2 class periods

Discrimination and Progress

COMMON CORE STANDARDS

RH.6-8.7

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

RH.6-8.10

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

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

WHST.6-8.9

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

WHST.6-8.10

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

DIRECTIONS

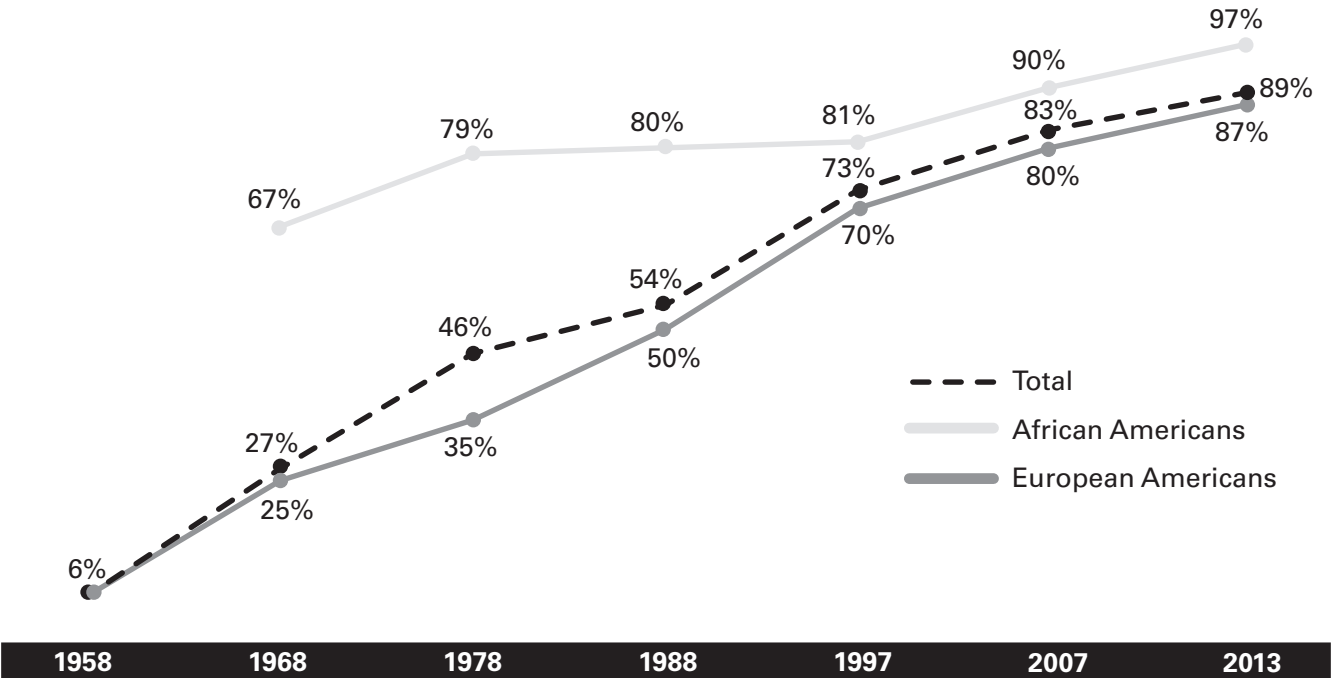
- The teacher goes over the definitions of net income, income, Hispanic, non-Hispanic white, and any other terms he or she believes may be unfamiliar to students.
- Students look over the charts quietly while considering three questions: What do I notice? What do I wonder? What am I surprised by? Students share the answers to any of the three questions with a neighbor, and then the class.
- Students independently answer “Chart Questions.” Students share answers with the class.
- Students are assigned one of two tasks: (1) Use statistics from the charts to argue that there has been much progress for African Americans in the United States since the 1960s, or (2) use statistics from the charts to argue that African Americans still face significant discrimination and that a lot more progress needs to be made.
- Students complete “Write-Up.”
- Students trade papers with someone who made the opposite argument and answer “Questions on Peer’s Write-Up.”

EXTENSIONS

- Give students more charts to analyze. Possibilities include graphs about discrimination in getting loans, data on educational opportunities, and/or information on how political representation for minorities has changed.
- Expand the write-up into a more comprehensive argumentative paper. Teachers could give time for research, supply students with a rubric, and/or allow more time to write a longer paper.

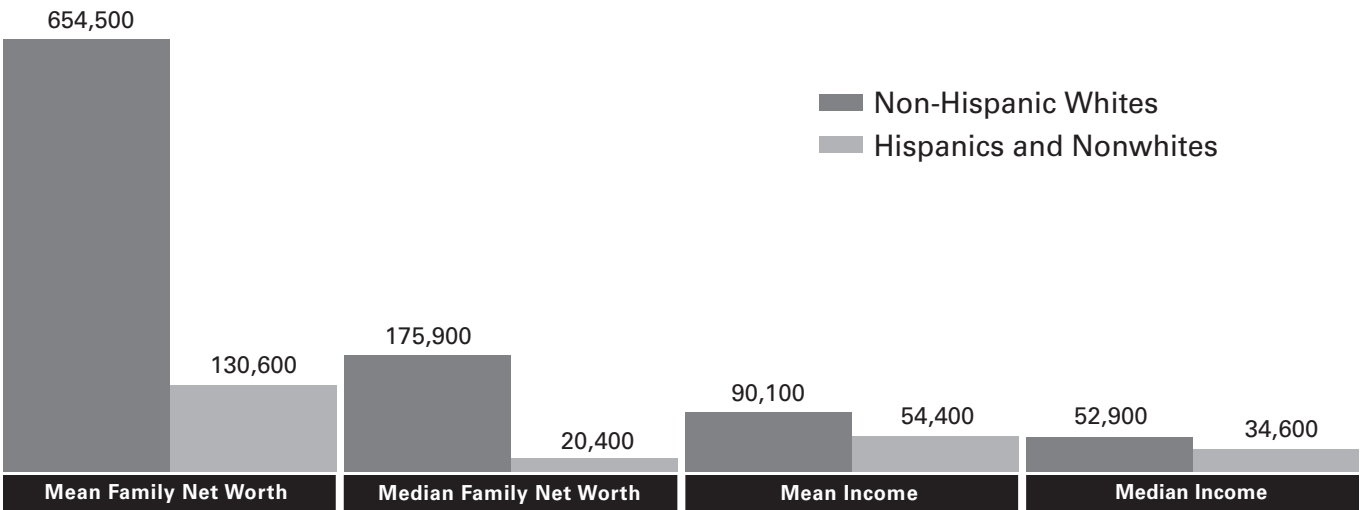
DISCRIMINATION AND PROGRESS CHARTS ^{1/2}

**Approval Rates for Marriage
between African Americans and European Americans**
(Percentage)



Source data: "Race Relations," Gallup.

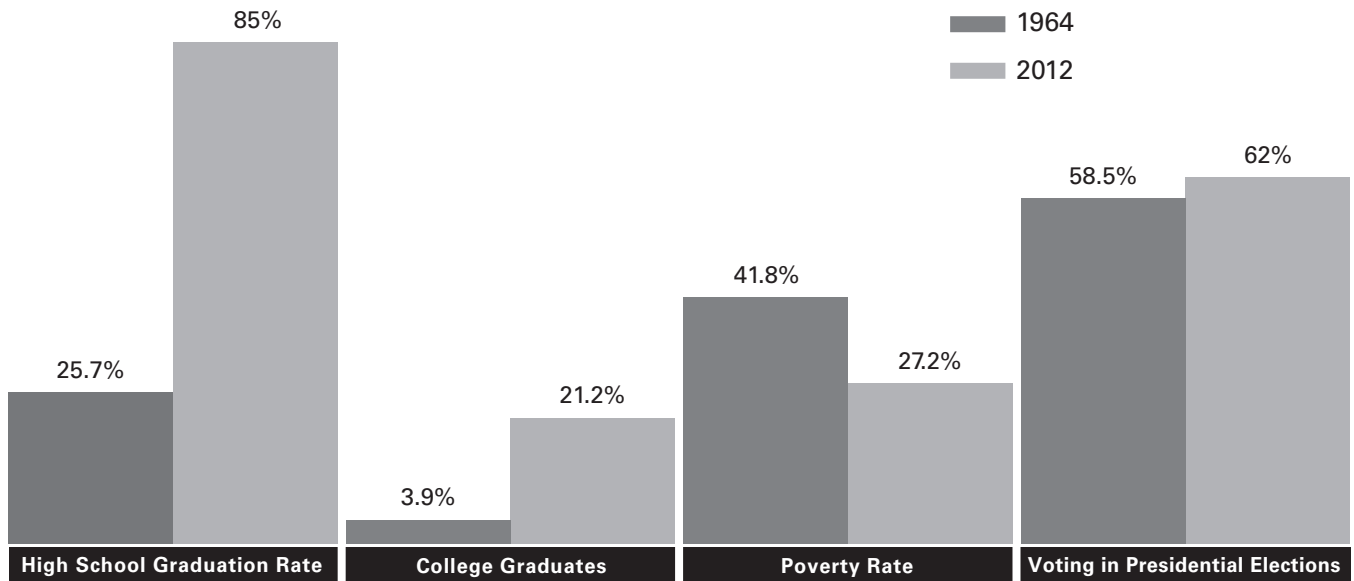
Family Wealth and Income in 2010
(Dollars)



Source data: Jesse Bricker, et al., "Changes in U.S. Family Finances from 2007 to 2010: Evidence from the Survey of Consumer Finances," Federal Reserve Bulletin.

Changes since 1964 for African Americans

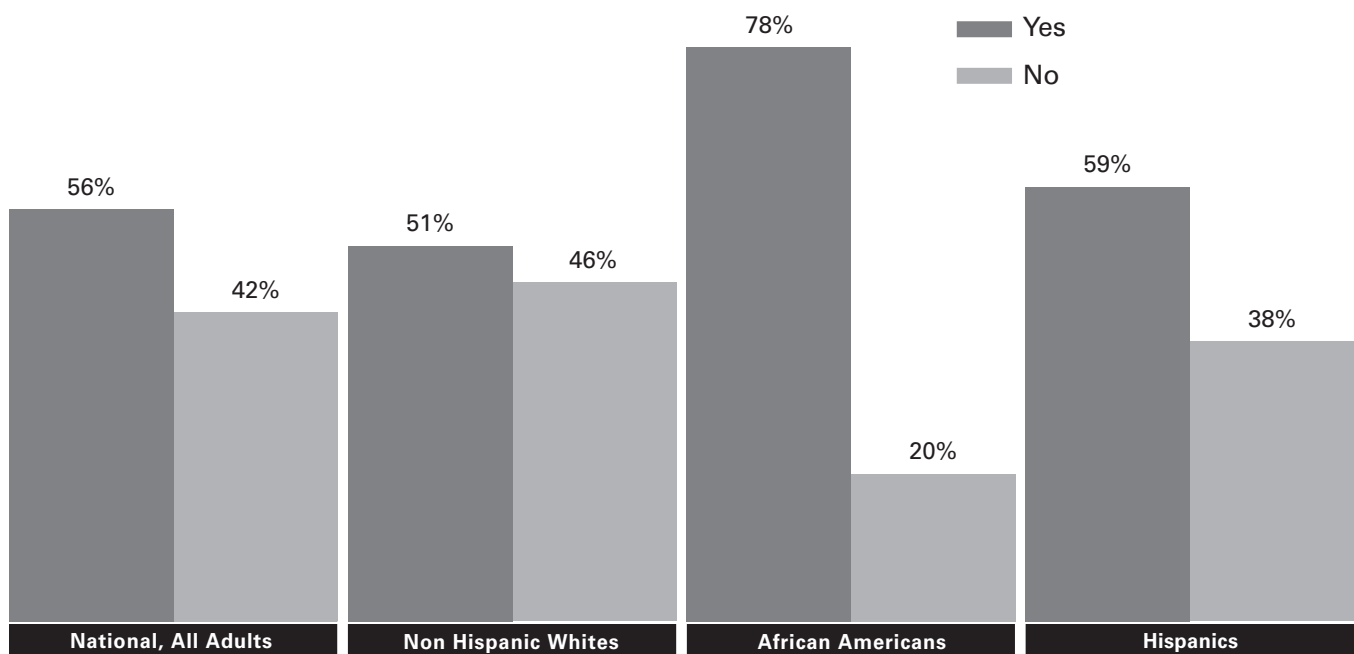
(Percentage)



Source: Data from the U.S. Department of Commerce, "Facts for Features: Special Addition 50th Anniversary of the Civil Rights Act, July 2," U.S. Census Bureau.

Is Racism against African Americans Widespread? (2008)

(Percentage)



Source: Data from Jeffrey M. Jones, "Majority of Americans Say Racism against Blacks Widespread," Gallup, August 4, 2008.

1. Which statistic particularly surprised you? Cite it and explain why.
2. Which statistic do you have a question about? Cite it and state your question.
3. Describe what the "Approval Rates for Marriage between African Americans and White People" chart shows.
4. Why is net worth usually going to be higher than income?
5. What is the difference between mean and median? Why would that result in such different results for wealth and income?

6. In the “Change since 1964 for African Americans” chart, what area has had the biggest change?
7. Which group of people was most likely to report that there was widespread racism against African Americans? Why might this be?
8. With any polling data, it is important to question how the data might be skewed by people not responding honestly. In the first chart, do you think the true percentage of people who approve of interracial marriage is actually higher, lower, or the same as what it states here? Explain.
9. Cite three statistics that show a lot of progress has been made toward racial equality.
10. Cite two statistics that show there is still discrimination today.

WRITE-UP

Highlight the task the teacher assigns you and complete it below.

1. Use statistics from the charts to argue that there has been a great deal of progress towards racial equality for African Americans in the United States since the 1960s.
2. Use statistics from the charts to argue that African Americans still face significant discrimination and that a lot more progress needs to be made to eliminate discrimination.

QUESTIONS ON PEER'S WRITE-UP ^{1/2}

1. What was your partner's claim?
2. What was your partner's most convincing argument? Why?
3. How did reading your partner's write-up change your perspective on the issue?
4. On a scale of 1 (no discrimination) to 10 (widespread discrimination), how much discrimination do you believe African Americans face today? Support your claim with at least one statistic.

5. On a scale of 1 (totally equal) to 10 (totally not equal), how equal are African Americans and white people today? Support your claim with at least one statistic.
6. Are you surprised by how much progress had been made since the 1960s or disappointed by how little? Explain.
7. In another fifty years, do you think America will be a racially blind society? Explain.

ACTIVITY 6

CHAPTER
Integration of Knowledge and Ideas

DURATION
1 class period

Emmett Till

COMMON CORE STANDARDS

RH.6-8.1

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

RH.6-8.2

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

RH.6-8.8

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

RH.6-8.9

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

RH.6-8.10

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

DIRECTIONS

- **Note:** Racial epithets appear in some primary sources in the following activity. These terms have not been written out in full.
- The class reads “The Murder of Emmett Till” together, highlighting lines or phrases that show examples of African Americans not being treated or thought of as equal to white people.
- Students read “Quotations about the Emmett Till Murder” independently, highlighting lines or phrases that show examples of African Americans not being treated or thought of as equal to white people. Students share what they highlighted and underlined with the class.
- Students independently answer questions.
- The teacher may want to give students the lyrics to the Bob Dylan song “The Death of Emmett Till,” then lead a discussion about what new facts are presented and what details Bob Dylan may have gotten wrong.

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to create a review activity with.

- | | | |
|---------------|-------------------|---------------|
| ▪ Activist | ▪ Deliberating | ▪ Lynched |
| ▪ Anglo-Saxon | ▪ Double jeopardy | ▪ Prosecution |
| ▪ Clamor | ▪ Jim Crow | ▪ Retribution |

THE MURDER OF EMMETT TILL ^{1/2}

In 1955, fourteen-year old Emmett Till, nicknamed Bobo, left Chicago and went to visit his cousins in Mississippi. Before he left his mother gave him his late father's ring, with his initials L.T. on it. Only his body would return, lifeless and barely recognizable.

Till was murdered, as retribution for an incident that occurred while Till was in Mississippi. On August 24, Till and a group of teenagers went to Bryant's Grocery and Meat Market. Till went inside to buy some gum and for a few minutes was alone with the white owner's wife, Carolyn Bryant. It is disputed what happened next. According to Carolyn Bryant, Till grabbed her hand, asked for a date, and as she tried to leave, grabbed her waist. Till's cousin, who had entered the store soon after Till, later described, "While I was in the store, Bobo did nothing inappropriate. He didn't grab Mrs. Bryant, nor did he put his arms around her—that was the story she later told to the court. A counter separated the customers from the store clerk; Bobo would have had to jump over it to get to Mrs. Bryant. Bobo didn't ask her for a date or call her 'baby.'"

Everyone agreed though, that after they left the grocery store, Carolyn Bryant walked by and Emmett Till whistled at her. This alone was a huge deal during this era, and the cousins quickly left, fearing what someone might do to them.

Four days later in the middle of the night, Carolyn's husband, Roy Bryant, and his half brother J. W. Milam came to the house Till was staying at and took him away in their truck. Three days later his mutilated body was found floating in the Tallahatchie River wearing the L.T. ring. Bryant and Milam were charged with the kidnapping and murder of Till.

Till's body was shipped back to Chicago for burial. His mom, Mamie, wanting to "let the world see what has happened," decided to have an open-casket funeral and to leave his body on display for several days. Thousands of Chicagoans came to see him. Additionally, black newspapers *Jet* and the *Chicago Defender* ran pictures of Till's deformed body. Much of the country was horrified that this could happen to a child.

Five local lawyers volunteered to represent Bryant and Milam for free. Bryant and Milam admitted to picking up Till, but said they left him in another town. The defense claimed that the body was not Emmett's and that he must still be alive.

The prosecution's case hinged on two black witnesses, Mose Wright and Willie Reed. Till had been staying with Mose Wright, his uncle. Wright's testimony particularly stood out. It was rare at that time for an African American to testify against a white person. But when asked who kidnapped his nephew, he stood up and pointed at Milam and Bryant. Reed had walked by the barn in which Milam and Bryant held Till, and he testified, "I heard someone hollering, and I heard some licks like somebody was whipping somebody." Both Wright and Reed moved to Chicago after the trial to avoid retribution.

It took the all-white jury just over an hour to decide that Milam and Bryant were not guilty. A few months later, Milam and Bryant accepted \$4,000 and told their real story to *Look* magazine. (They couldn't be tried again for the same offense because that would be considered double jeopardy.) They admitted that they kidnapped Till, beat him with their .45s, shot him, tied a 75-pound fan around him with barbed wire so he would sink, and threw him in the river.

One hundred days after his murder, Rosa Parks was told to give her seat to a white passenger and move to the back of the bus. Emmett Till inspired her refusal. As she explained, “I thought about Emmett Till, and I could not go back.” Other African Americans say their anger over Emmett Till’s murder spurred them to become civil rights activists. Emmett Till’s death was a tragedy, but it inspired a generation of activists to take action and fight for equality.

QUOTATIONS ABOUT THE EMMETT TILL MURDER ^{1/2}

"What else could I do? He thought he was as good as any white man."

J.W. Milam, when asked why he killed Emmett Till

J. W. Milam, on being the admitted murderers of Emmett Till, stated,

Well, what else could we do? He was hopeless. I'm no bully; I never hurt a n——r in my life. I like n——rs—in their place—I know how to work 'em. But I just decided it was time a few people got put on notice. As long as I live and can do anything about it, n——rs are gonna stay in their place. N——rs ain't gonna vote where I live. If they did, they'd control the government. They ain't gonna go to school with my kids. . . . Me and my folks fought for this country, and we got some rights. I stood there in that shed and listened to that n——r throw that poison at me, and I just made up my mind. "Chicago boy," I said, "I'm tired of 'em sending your kind down here to stir up trouble. Goddam you, I'm going to make an example of you—just so everybody can know how me and my folks stand."

In 1985 Roy Bryant said,

If Emmett Till hadn't got out of line, it probably wouldn't have happened to him.

Simeon Wright, cousin of Emmett Till, stated,

It never occurred to me that Bobo [Emmett Till] would be killed for whistling at a white woman.

H. C. Strider, the Tallahatchie county sheriff, argued that the found body was not Emmett Till:

The body we took from the river looked more like that of a grown man instead of a young boy. It was also more decomposed than it should have been after that short stay in the water.

John C. Whitten, defense attorney for Milam and Bryant, told the jurors,

Your fathers will turn over in their graves if [Milam and Bryant are found guilty] and I'm sure that every last Anglo-Saxon one of you has the courage to free these men in the face of that pressure.

While the jury was deliberating, reporters said they could hear laughter coming from the jury room.

One of the jurors later said,

We wouldn't have taken so long if we hadn't stopped to drink pop.

Mamie Till Mobley, mother of Emmett Till, stated:

Have you ever sent a loved son on vacation and had him returned to you in a pine box, so horribly battered and water-logged that someone needs to tell you this sickening sight is your son—lynched?

Reverend Jesse Jackson said in 2003:

With his body water-soaked and defaced, most people would have kept the casket covered. [His mother] let the body be exposed. More than 100,000 people saw his body lying in that casket here in Chicago. That must have been at that time the largest single civil rights demonstration in American history.

Martin Luther King Jr. said about the murder,

[It] might be one of the most brutal and inhuman crimes of the 20th century.

In an interview in 1996, Mamie Till Mobley said,

People really didn't know that things this horrible could take place. And the fact that it happened to a child, that made all the difference in the world.

Myrlie Evers, a civil rights activist and journalist, said,

It was the murder of this 14-year-old out-of-state visitor that touched off a world-wide clamor and cast the glare of a world spotlight on Mississippi's racism.

Bob Dylan, from his song "The Death of Emmett Till":

I saw the morning papers but I could not bear to see,
The smiling brothers walkin' down the courthouse stairs,
For the jury found them innocent and the brothers they went free,
While Emmett's body floats the foam of a Jim Crow southern sea.

Sources:

A&E Television Networks. "Emmett Till Biography." *Bio*. 2015. <http://www.biography.com/people/emmett-till-507515#emmett-till-murder>.

Huie, William Bradford. "The Shocking Story of Approved Killing in Mississippi." *Look*, January 24, 1956. Quoted in "Killers' Confession: The Confession in *Look*," *American Experience*, PBS, http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_confession.html.

Wright, Simeon. *Simeon's Story: An Eyewitness Account of the Kidnapping of Emmett Till*. Chicago: Lawrence Hill Books, 2010.

1. The Tallahatchie county sheriff said, "The body we took from the river looked more like that of a grown man instead of a young boy. It was also more decomposed than it should have been after that short stay in the water." What makes this an opinion?
2. Cite three examples of facts. Explain what makes them facts.
3. Cite three examples of opinions. Explain what makes them opinions.
4. Emmett Till was not the first African American lynched. What might it have been about Emmett Till's murder that prompted so many people to fight harder for civil rights?

5. What evidence is there that racism played a role in Milam and Bryant murdering Emmett Till?
6. What evidence is there that this was not a fair trial?
7. Why is it surprising that Emmett Till's mom decided to have an open-casket funeral? Why did she do it?

Writing Standards

ARGUMENTATIVE WRITING

Race and Policing

WHST.6-8.1
WHST.6-8.4
WHST.6-8.6
WHST.6-8.7
WHST.6-8.8
WHST.6-8.9
WHST.6-8.10

INFORMATIVE WRITING

Freedom Riders

WHST.6-8.2
WHST.6-8.5
WHST.6-8.7
WHST.6-8.8
WHST.6-8.9
WHST.6-8.10

NARRATIVE WRITING

A Time You Were Different

W.8.3
WHST.6-8.5
WHST.6-8.10

Race and Policing

COMMON CORE STANDARDS

WHST.6-8.1

Write arguments focused on *discipline-specific content*.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6

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

WHST.6-8.7

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

WHST.6-8.8

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

WHST.6-8.9

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

WHST.6-8.10

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

DIRECTIONS

- Students read over “Events, Statistics, and Quotations” and underline anything they have a question about. It can be a comprehension question (What does this mean?) or an inquisitive question (Why might this be?).
- Students share what they underlined with a neighbor, then the class.
- Students complete “Creating a Claim and Additional Research.” Possible claims for students:
 - Police should be required to wear body cameras.
 - The American legal system puts too many people in jail.
 - Police are criticized too much in the media.
 - The policeman acted reasonably in the Michael Brown shooting.
- Students complete the outline.
- Students use the outline to complete the final draft of the paper.
- Students share their paper with three classmates. As students read each classmate’s paper, they answer a section of “Working toward a Solution.”

RACE AND POLICING

Overall

Many consider current policing practices a civil rights issue. They are disturbed by incidents where police have shot unarmed black men and by the overrepresentation of certain races in prison. Others believe the police shootings are unfortunate incidents that result from police engaging in a dangerous job and that race is not a factor in policing. For this paper, you will create your own claim around one of these issues and support it with solid reasoning, facts, and quotations.

Paragraphs

- An introduction that hooks the reader and states the paper's claim
- Two body paragraphs that state the arguments and support them with reasons, facts, and quotes
- A third body paragraph that brings up a counterclaim and disputes it
- A conclusion that restates the claim and discusses why this issue is important

Requirements

- Include a Works Cited page
- Length of between 1 and 2 pages

Rubric

	Exceeding	Proficient	Developing	Beginning
Argument	Uses logical reasoning and solid support to write highly convincing arguments and dispute a counterclaim.	Uses logical reasoning and solid support to write convincing arguments. Brings up a counterclaim but may struggle to successfully dispute it.	At times arguments are solid, but needs to improve reasoning, support, and/or counterclaim.	Arguments are weak due to issues with reasoning, support, and/or counterclaim.
Organization	Begins with a strong hook, contains smooth transitions, and has a conclusion that convincingly shows the subject is very important.	Begins with a successful hook, contains effective transitions, and has a conclusion that shows the subject is important.	Contains a hook, transitions, and a conclusion, but all three do not succeed in their intended purposes.	Is missing a hook, transitions, and/or a conclusion.

EVENTS, STATISTICS, AND QUOTATIONS ^{1/3}

Events

- On March 4, 1991, **Rodney King**, an African American, led police on a high-speed chase near Los Angeles. Once apprehended, he acted strangely and even seemed to have rushed a police officer. After they got him to the ground, the police hit him over fifty times with their batons and kicked him six times. Although a man from his balcony captured it on film, all the policemen were initially found not guilty. Major riots in Los Angeles followed, causing an estimated 53 deaths, over 2,000 injuries, and damaging over 3,000 businesses. The riots did not end until the military intervened.
- **Amadou Diallo**, twenty-two, was an immigrant from Guinea. On February 4, 1999, the police approached him because he looked like a different man who was accused of serious crimes. He ran from them and then held up a small black object. It was his wallet, but an officer thought it was a gun and they shot 41 bullets, hitting him 19 times and killing him. An investigation into the incident ruled that the police officer had done what a reasonable officer would do in that situation.
- In Ferguson, Missouri, on August 9, 2014, **Michael Brown**, an unarmed African American, was shot and killed by police officer Darren Wilson. Earlier in the night, Brown and a friend had stolen items from a convenience store, and Brown had shoved the store employee who tried to stop him. According to Wilson, while trying to assess if Brown and his friend were the convenience store robbers, Brown fought him for his gun. During the struggle Wilson shot Brown in the hand, and Brown proceeded to run from the police car. Wilson chased him until Brown stopped, turned around, and charged him with his hand in his waistband (as if he might have a gun). At that point Wilson shot and killed Brown. Brown's friend had a very different account. He claimed that Brown, after being shot in the back, turned, raised his hands, and said, "I don't have a gun, stop shooting!" After this, Wilson shot Brown. Protests—some peaceful, some violent—began immediately after Brown's death and increased after Wilson was acquitted. The Department of Justice investigated and concluded that there was "no credible evidence that Wilson willfully shot Brown as he was attempting to surrender." Although the Department of Justice reports found no wrongdoing by Wilson, other investigations found serious racial bias issues in Ferguson's legal system and criticized the dependence of Ferguson's government on fines for funding.
- On July 17, 2014, a group of policemen approached **Eric Garner** because they believed he was selling untaxed cigarettes. Garner argued with them and resisted arrest. While trying to subdue the unarmed Garner, one officer put him in a chokehold, a move banned by the NYPD in 1993. The incident was videotaped, and Garner could be heard saying, "I can't breathe," eleven times on the recording. He died on the way to the hospital. The New York City Medical Examiner's Office found the cause of death to be from compression to the neck and body, with asthma and heart disease being contributing factors. A decision not to indict the police officer who placed Garner in the chokehold was announced soon after the Ferguson decision, leading to joint demonstrations about police violence against African Americans. Various athletes wore shirts that read, "I can't breathe," to protest the decision.

Statistics

- In 2007, 78 percent of white people, 61 percent of Hispanic people, and 55 percent of African Americans felt police officers in their community "do a good job enforcing the law."¹
- In 2007, 73 percent of white people, 46 percent of Hispanic people, and 38 percent of African Americans were confident that police will "not use excessive force on suspects."¹
- A 2008 *Criminology and Public Policy* study found that police officers used or threatened to use force in 1.7 percent of recent contacts and 20 percent of arrests.²
- A report by ProPublica in 2014 found that young black males were 21 times more likely to be shot by police than young white males.³

- According to the Substance Abuse and Mental Health Services Administration in 2011, white people used marijuana, cocaine, pain relievers (like Oxycontin), stimulants (like methamphetamines), and hallucinogens at higher rates than African Americans. Despite lower rates of use, 45 percent of black inmates in state prisons were incarcerated for drug offenses versus 30 percent of white inmates in 2011.⁴
- According to the U.S. Sentencing Commission, in 2013, African Americans were serving prison sentences 19.5 percent longer than those for white people for similar offenses.⁵
- As of 2010 in America, white people made up 64 percent of the population, Hispanic people made up 16 percent, and African Americans made up 13 percent. In prisons, whites made up 39 percent of the population, Hispanics made up 19 percent, and African Americans made up 40 percent.⁶
- Since 1980, the U.S. prison population has more than quadrupled.⁷
- In 2013 the International Centre for Prison Studies (ICPS) found that the United States had the highest incarceration rate in the world, imprisoning 716 people for every 100,000 in the population. For comparison, the incarceration rates per every 100,000 were 475 in Russia, 210 in Mexico, 118 in Canada, 98 in France, and 51 in Japan.⁸
- On average, it costs \$33,000 per year to house an inmate in a maximum-security federal prison and \$21,000 per year to house an inmate in a minimum-security federal prison.⁷

Quotations

Sunil Dutta, a 17-year veteran police officer, in a *Washington Post* article:

No officer goes out in the field wishing to shoot anyone, armed or unarmed. . . . Regardless of what happened with Mike Brown, in the overwhelming majority of cases it is not the cops, but the people they stop, who can prevent detentions from turning into tragedies. . . . If you don't want to get shot, tased, pepper-sprayed, struck with a baton or thrown to the ground, just do what I tell you. . . . An average person cannot comprehend the risks and has no true understanding of a cop's job. . . . For you, this might be a "simple" traffic stop, for me each traffic stop is a potentially dangerous encounter. Show some empathy for an officer's safety concerns. Don't make our job more difficult than it already is.⁹

Eugene Robinson in a *Washington Post* article:

According to the FBI's Uniform Crime Report, in 2013 there were 461 "justifiable homicides" by police—defined as "the killing of a felon by a law enforcement officer in the line of duty." . . . The true number of fatal police shootings is surely much higher, however, because many law enforcement agencies do not report to the FBI database. . . . By contrast, there were no fatal police shootings in Great Britain last year. Not one. In Germany, there have been eight police killings over the past two years.¹⁰

The Economist, March 22, 2014:

Peter Kraska, a professor at Eastern Kentucky University's School of Justice Studies, estimates that SWAT teams were deployed about 3,000 times in 1980 but are now used around 50,000 times a year. . . . Often these no-knock raids take place at night, accompanied by "flash-bang" grenades designed temporarily to blind, deafen and confuse their targets. They can go horribly wrong: Mr. Balko has found more than 50 examples of innocent people who have died as a result of botched SWAT raids.¹¹

Sidney Sheldon, American writer:

My heroes are those who risk their lives every day to protect our world and make it a better place—police, firefighters and members of our armed forces.¹²

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11. "Paramilitary Police: Cops or Soldiers." The Economist. March 22, 2014. <http://www.economist.com/news/united-states/21599349-americas-police-have-become-too-militarised-cops-or-soldiers>.
12. Sheldon, Sidney. "Getting to Know Sidney Sheldon: Interviews." The Hachette Book Group. <http://www.hachettebookgroup.com/features/sidneysheldon/interview02.html>.

CREATING A CLAIM AND ADDITIONAL RESEARCH ^{1/2}

1. Circle the issue about which you would be interested in writing a paper.
 - a. Police reform
 - b. Incarceration rates
 - c. Defense of police officers
 - d. An event where an unarmed person was killed/beaten by police
2. In what ways could the issue you chose be considered a civil rights issue? In what ways is it not a civil rights issue?
3. With a neighbor, come up with three to five claims one could make about that issue. (You do not have to agree with these claims.) Write them below.
4. Choose the claim you want to write your paper about. Circle it above.
5. List possible arguments you could make.

6. What is an argument someone could make against your claim (a counterclaim)?
7. Go through "Events, Statistics, and Quotations" and highlight any support you could use for your paper.
8. List additional subjects you plan to research.
9. Record additional research below.

OUTLINE 1/2

Hook (Fact, description, quote, question, etc.)	
Claim	
Transition/Topic Sentence	
Argument #1	
Transition/Topic Sentence	
Argument #2	

Transition/Topic Sentence	
Counterargument	
Conclusion (Summary statement and explanation for why this subject is important)	

WORKING TOWARD A SOLUTION ^{1/2}**Rotation 1**

1. What is your partner's claim?
2. What aspects of your partner's argument do you agree with?
3. What aspects of your partner's argument do you disagree with?
4. Come up with a solution for at least one issue your partner raised.

Rotation 2

1. What is your partner's claim?
2. What aspects of your partner's argument do you agree with?
3. What aspects of your partner's argument do you disagree with?
4. Come up with a solution for at least one issue your partner raised.

Rotation 3

1. What is your partner's claim?
2. What aspects of your partner's argument do you agree with?
3. What aspects of your partner's argument do you disagree with?
4. Come up with a solution for at least one issue your partner raised.

Freedom Riders

COMMON CORE STANDARDS

WHST.6-8.2

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

WHST.6-8.5

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

WHST.6-8.7

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

WHST.6-8.8

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

WHST.6-8.9

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

WHST.6-8.10

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

DIRECTIONS

- Students research the Freedom Riders and record information on the research page. Students should keep track of sources as they go.
- Students share what they learned about the Freedom Riders with the class. Students can add anything they missed to their research page.
- Students discuss with a neighbor what the Freedom Riders' actions may have changed. Students share what they discussed with the class.
- Students use the research page to write a final draft.

FREEDOM RIDERS

Overall

In 1946 the U.S. Supreme Court banned segregation during interstate bus rides. The Supreme Court extended this decision to also apply to bus terminals and their facilities in 1960. In 1961 thirteen civil rights activists, seven black and six white, made the courageous decision to test the ruling by traveling by bus through the South, eating at whites-only bus-terminal restaurants, and using whatever bus station bathrooms they wanted. Research their story in depth and write a one- to two-page paper about these people who came to be known as the Freedom Riders. A Works Cited page is required.

Paragraphs

- An opening paragraph that introduces the Freedom Riders and gives examples of what they were trying to change
- A body paragraph that summarizes what the Freedom Riders did
- A body paragraph that describes difficulties they faced
- A body paragraph that chooses one Freedom Rider and shares more about him or her
- A concluding paragraph about what changes the Freedom Riders' actions may have led to

Rubric

	Exceeding	Proficient	Developing	Beginning
Informative	Comprehensively informs about the Freedom Riders.	Sufficiently informs about the Freedom Riders.	Informs well at times, but needs to go into more detail or has significant factual errors.	Has little/no information about the Freedom Riders.
Analysis	Gives multiple examples showing how the Freedom Riders' efforts led to significant changes.	Gives at least one example that shows how the Freedom Riders' efforts led to change.	Mentions that the Freedom Riders' efforts led to change, but is either too general or needs to elaborate more about why.	Does not attempt to show that the Freedom Riders' efforts led to change.

FREEDOM RIDERS RESEARCH PAGE

What were the Freedom Riders trying to change?	
What did the Freedom Riders do?	
What struggles did the Freedom Riders face?	
Choose one Freedom Rider. What was his or her role in the Freedom Rides? For what else is he or she known?	
What changes may have resulted from the Freedom Rides?	

A Time You Were Different

COMMON CORE STANDARDS

W.6-8.3

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

WHST.6-8.5

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

WHST.6-8.10

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

DIRECTIONS

- The teacher shares the story of the Little Rock Nine.
- Students complete “Being Different Brainstorm.”
- In a group, students share the event they wrote about during the brainstorm—what the overall situation was and what they learned from the experience.
- Students use “Being Different Brainstorm” to write a rough draft.
- Students trade rough drafts with a partner and complete a peer edit. Students share what they wrote on the peer edit with each other.
- Students use what they learned from the peer edit to write a final draft.
- The teacher could shorten this into a journal write.

A TIME YOU FELT DIFFERENT

Overall

Very few have had to go through what the members of the Little Rock Nine did when integrating a high school in Arkansas, but everyone has experienced the feeling of being different from others. Write a story about a time you were the “other” and what you learned from the experience.

Moments in Your Life You Could Choose

- Being of a different race or ethnicity than others around you
- Realizing you were a different religion than most of your friends
- Attending a new school where you didn’t know anyone
- Having an interest that few people of your gender have
- Being the new person on a sports team or at an after-school activity
- Not knowing the language being spoken around you
- Any other time you felt different from others
- Stuck? Choose one of the Little Rock Nine, research them, and write a scene from their perspective

Things to Keep in Mind

- Go into your character’s head; tell the reader what he or she is thinking.
- Focus on senses: What does your character see, hear, taste, feel, and/or smell?
- Keep it to one scene.
- Engage the reader by using vivid word choice.

Rubric

	Exceeding	Proficient	Developing	Beginning
Writing	Uses vivid word choice while giving extensive details about a time they felt different.	Uses appropriate word choice and gives sufficient details about a time they felt different.	Has sufficient details, but the story is not engaging due to ordinary word choice. <i>or</i> Story is engaging, but does not include enough details.	Includes few/no details about a time they felt different.
Reflection	Articulates how the experience changed them in a unique or deep way.	Satisfactorily explains how the experience changed them.	Discusses how the experience changed them, but needs to elaborate more.	Does not discuss how the experience changed them.

BEING DIFFERENT BRAINSTORM ^{1/2}

Answering the below questions will help you flesh out your story. You do not need to answer the questions in order or use full sentences.

1. Where did it occur? When?
2. What happened? How did you react?
3. Was anybody unkind to you? What did they do?
4. Who was nice? What did they do?
5. What could someone have done to make you feel more comfortable?

6. Did you ever stop feeling different? When?
7. Looking back, what would you have done differently?
8. How will you hook the reader? Some options include dialogue, onomatopoeia (spelling a sound), an in-depth description, or an action.
9. What did you learn from this situation? Make sure to end your paper with this.

BEING DIFFERENT PEER EDIT

Writing

Cite two examples of vivid word choice from the paper.
What part(s) should your partner add more details to?

Assess your partner's paper on the rubric.

	Exceeding	Proficient	Developing	Beginning
Writing	Uses vivid word choice while giving extensive details about a time they felt different.	Uses appropriate word choice and gives sufficient details about a time they felt different.	Has sufficient details, but the story is not engaging due to ordinary word choice. <i>or</i> Story is engaging, but does not include enough details.	Includes few/no details about a time they felt different.

Reflection

What did your partner learn from the experience?

What is something different you would have learned from that experience?

Assess your partner's paper on the rubric.

	Exceeding	Proficient	Developing	Beginning
Reflection	Articulates how the experience changed them in a unique or deep way.	Satisfactorily explains how the experience changed them.	Discusses how the experience changed them, but needs to elaborate more.	Does not discuss how the experience changed them.

Selected Answers

ACTIVITY 1

Little Rock Nine Questions

1. Answers will vary, but the following is one possible answer: "It was the first time white people had ever wanted to eat with me or talk to me about ordinary things. Over the dinner table, I found out they were people just like me." I found this inspiring because it showed that many white people were not treating African Americans horribly. Also, it points out how we are all similar, no matter the color of our skin.
2. Answers will vary, but the following is one possible answer: "I always remembered it was the truth told by those reporters who came to Little Rock that kept me alive." I found it inspiring that journalists were able to help her cause. I love that "truth" can have such a powerful impact.
3. Answers will vary, but the following is one possible answer: Melba and the others struggled even to get in the school. On the first day mobs of people blocked her way and yelled, "'Two, four, six, eight, we ain't gonna integrate.'" Once inside, she had to deal with intense abuse for the whole year. People threw burning paper at her while in the bathroom, sprayed her eyes with acid, and threw what appeared to be dynamite at her. She believed that, "Teams of students appeared to be assigned specific kinds of torture. One team concentrated on slamming us into lockers, while another focused on tripping us up or shoving us down staircases."
4. Answers will vary, but the following is one possible answer: One way she survived was just being strong. Melba said that she "had to appear confident and alert" and tried "not to show how frightened and timid" she felt. Also, she used her grandma's advice and pretended she liked what they were doing to try to control her with their "mind games."
5. Answers will vary.
6. Answers will vary, but the following is one possible answer: Her grandma once advised her when she was upset, "You'll make this your last cry. You're a warrior on the battlefield for your Lord. God's warriors don't cry 'cause they trust he's always by their side. The women of this family don't break down in the face of trouble." She was basically telling Melba that she needed to be strong and to not feel sorry for herself. In some ways this seems harsh because what Melba is going through definitely seems cry-worthy. But for Melba to make it she was going to need to be exceptionally strong, and her grandma was telling her she could do it.
7. Often times, going through difficult trials makes one stronger. I'm sure any future obstacle seemed like nothing compared to having mobs and the National Guard blocking your way to school.
8. It would have been a bad idea to retaliate because many people were looking for any reason to kick them out of school. Also, the students of the Little Rock Nine were vastly outnumbered.
9. Answers will vary, but the following is one possible answer: They were not totally responsible for their behavior because they were still kids and possibly were being told to act this way by their parents. They did have to bear some responsibility for their actions, though, because they still should have known right from wrong and that what they were doing was horribly wrong.
10. Answers will vary, but the following is one possible answer: It seems like Link knew that what his friends were doing was wrong, so he tried to help Melba. But if he stuck up for her in front of his friends, they might have started harassing him too. Also, if he seemed to be on her side, he may not have been allowed to go to segregationist meetings, and then he wouldn't have been able to find out helpful information for Melba.
11. Answers will vary.

ACTIVITY 2

Civil Rights Act Questions

1. **Title I:** Voting Right—Now illegal are biased tests that people had to take before being allowed to vote.
Title II: Injunctive Relief against Discrimination in Places of Accommodation—Now illegal are hotels refusing a customer because he or she is black.
Title III: Desegregation of all Public Facilities—Now illegal are separate bathrooms being designated “white” or “colored.”
Title IV: Desegregation of Public Education—Now illegal is the practice of sending children to more distant schools because of their race.
Title V: Commission on Civil Rights
2. **Title VI:** Nondiscrimination in Federally Assisted Programs
3. **Title VII:** Equal Employment Opportunity Definitions
4. **Title VIII:** Registration and Voting Statistics
5. **Title IX:** Intervention and Procedure after Removal in Civil Rights Cases
6. **Title X:** Establishment of Community Relations Service
7. **Title XI:** Miscellaneous
8. Answers will vary.
9. Answers will vary.
10. “No person in the United States shall, on . . .” It says that no one can be denied the benefits of a federal program based on their race.
11. “A willful violation of this section shall be . . .” \$100.
12. Businesses cannot use an applicant’s race, religion, or gender as a reason to not hire them.
13. It is about making sure businesses don’t discriminate against customers based on their skin color or religion and don’t segregate areas of their business.
14. Motels, restaurants, movie houses, etc.
15. If the attorney general believes discrimination is occurring, he or she can bring a case to court by signing the complaint, listing facts that show discrimination occurred, and requesting the action stop immediately.
16. The Emancipation Proclamation sounds great, but it did not actually free any slaves. It only applied to slaves who were in rebellious states; states that weren’t going to listen to Lincoln. The Civil Rights Act, on the other hand, would immediately make illegal the Jim Crow practices in the South.
17. Answers will vary, but the following is one possible answer: You could argue that the Civil Right Acts is no longer necessary because American society has become a lot more equal since the 1960s. I think the United States still needs it. There are still a lot of people who are prejudiced in the United States.

ACTIVITY 3

Vocabulary Activity

H, I, D, A, B, E, G, F, C

Analyzing Arguments against Interracial Marriage

1. Answers will vary, but the following are some possible answers:

Court Cases after Civil War: “Any effort to intermerge the individuality of the races as a calamity full of the saddest and gloomiest portent to the generations that are to come after us.”

Loving v. Virginia: “He did not intend for the races to mix.”

Bob Jones University Letter: “Bob Jones University is opposed to intermarriage of the races.”

2. Answers will vary.
3. "The offspring of these unnatural connections are generally sickly and effeminate." This is not a fact because it is not true that multi-racial kids are sickly and feminine.
4. "The fact that he separated the races shows that he did not intend for the races to mix." Just because people are different races in different parts of the world does not mean they were not supposed to marry each other.
5. "It is clear from the most recent available psycho-sociological aspect of this question that intermarried families are subject to much greater pressures and problems than those of the intermarried." This reminds me of the argument that gay people should not marry or adopt because discrimination will put too much pressure on them or their kids.
6. This issue is similar because some people are trying to tell others who they can and can't marry, and those people are claiming there is evidence that supports why certain people shouldn't marry others.
7. Answers will vary.

ACTIVITY 4

Martin Luther King Jr. and Malcolm X Questions

1. Comparatively—The reading looks at similarities and differences between King and Malcolm X.
2. Answers will vary, but the following is one possibility: Having the police and firemen, people who are supposed to help, allow his house to burn is one of many examples a young Malcolm experienced that sent the message that white people would not help him. It makes sense that he later embraced a philosophy that black people should help themselves separate from white people.
3. Their fathers were Baptist ministers, they were class presidents during their schooling, they were great speakers, they were assassinated, they both wanted black people to be considered equal, both were iconic civil rights leaders, etc.
4. King always advocated using peace, Malcolm went to prison for burglary, King earned a PhD, Malcolm joined the Nation of Islam, etc.
5. He changed his name because his original last name "Little" had been assigned by a slave owner.
6. Gandhi
7. During his time with the Nation of Islam, Malcolm X supported the creation of a separate nation for African Americans and the use of violence if necessary. After leaving the Nation of Islam and visiting Mecca, his views changed and he began to support integration and believe racial equality was possible without any violence.
8. Malcolm X was born Malcolm Little in 1925. He had a tough childhood. In 1929 his house was burned down, and in 1931 his father was killed. In 1937 his mother had a nervous breakdown, and Malcolm was sent away. He dropped out of school at the age of fifteen and became involved in crime. In 1946 he was sent to prison. There, he joined the Nation of Islam, after he was released in 1952, he became a spokesman for them, advocating for a separate black nation. In 1964 he broke off from the Nation of Islam and visited Mecca. This changed him and he became open to a peaceful revolution and integration. On February 21, 1965, three Nation of Islam members assassinated him.
9. Martin Luther King Jr. added many major contributions to the Civil Rights Movement. Possibly his most important achievement was organizing the Montgomery Bus Boycott in 1955. This demonstration lasted over a year and spread the idea that peaceful protests could succeed. Another important accomplishment was organizing the Birmingham campaign in 1963. Although this campaign did not stop discriminatory business practices in Birmingham like he had hoped it would, people around the country watched their peaceful resistance to violence on television and sympathized with his cause. King is probably most famous for his "I Have a Dream" speech. This was also a major moment for the Civil Rights movement, and soon after he delivered it, the Civil Rights Act was passed.

ACTIVITY 5

Discrimination and Progress

1. Answers will vary.
2. Answers will vary.
3. The chart shows that just fifty years ago most white people were against African Americans and white people marrying. However, since then, acceptance of interracial marriage has rapidly increased.
4. Income is how much one earns (often a salary). Net worth includes assets other than earnings (savings, investments, house, etc.) minus one's liabilities (debt). Because one's assets will usually be much higher than one's liabilities, net worth will usually be higher than annual income.
5. The mean is what you get when you add up a set of numbers and divide them by how many numbers were in the set. The median is the middle number of a set of numbers when they're placed in numerical order. The mean is higher than the median for income and wealth because a few extreme outliers (i.e., Bill Gates) pull the whole mean up.
6. High school graduation rate
7. Answers will vary, but the following is one possible answer: African Americans were the most likely group to report that there was widespread racism against African Americans. They might report that racism is more of a problem because they may have experienced this discrimination firsthand.
8. Answers will vary, but the following is one possible answer: I bet there are fewer white people who approve of interracial marriage because some people would be less likely to admit their racist feelings when being polled.
9. The African American high school graduation rate has increased from 25.7 percent to 85 percent, African American college graduation rate has increased from 3.9 percent to 21.2 percent, disapproval of interracial marriage rates have dropped about 80 percent, etc.
10. About 13 percent of white people are still against interracial marriage; 78 percent of African Americans and 56 of total adults in the United States believe there is widespread racism against African Americans.

ACTIVITY 6

Emmett Till Questions

1. It is an opinion because the sheriff is estimating the age and determining the effects of water over time.
2. "Five local lawyers volunteered to represent Bryant and Milam for free"; "It took the all-white jury just over an hour to decide that Milam and Bryant were innocent"; "Till's mom, Mamie, decided to have an open casket funeral"; etc. These appear to be facts because they are specific, verifiable information, and no one appears to have disputed them.
3. Answers will vary, but the following are some possible answers: "They claimed that the body was not Emmett's and that he must still be alive"; "I'm sure that every last Anglo-Saxon one of you has the courage to free these men in the face of that pressure"; "That must have been at that time the largest single civil rights demonstration in American history." These are opinions because they could all be disputed. With the first example, there was a lot of evidence that it was Till. With the second example, the speaker of the quotation thinks it takes courage to declare Bryant and Milam innocent. Many would argue that there is nothing courageous about allowing murderers to get away with their crime. With the third example, there are probably other events that someone could consider bigger.
4. Emmett Till's murder may have upset more people because he was so young (14), the murder so brutal, and it was over such a minor issue. Also, his mother gave him an open-casket funeral, and pictures of his mutilated body were run in the newspapers.
5. J. W. Milam said, "As long as I live and can do anything about it, n—rs are gonna stay in their place."

6. This was not a fair trial. First of all, all the jury was all white. A jury should represent the community, and Till's murder did not take place in an all-white town. Second, very few African Americans testified in courts then. Some did in this case, but the jury probably did not take them as seriously as they would have a white person. Lastly, Milam and Bryant were found not guilty despite all the evidence against them. That they admitted their guilt later just makes it even clearer that this was an unfair trial that ended with the guilty getting away with a crime.
7. People might expect her to not allow people to see his body because it was in such terrible shape. However, she wanted people to see and to draw attention to how terrible the act was.

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