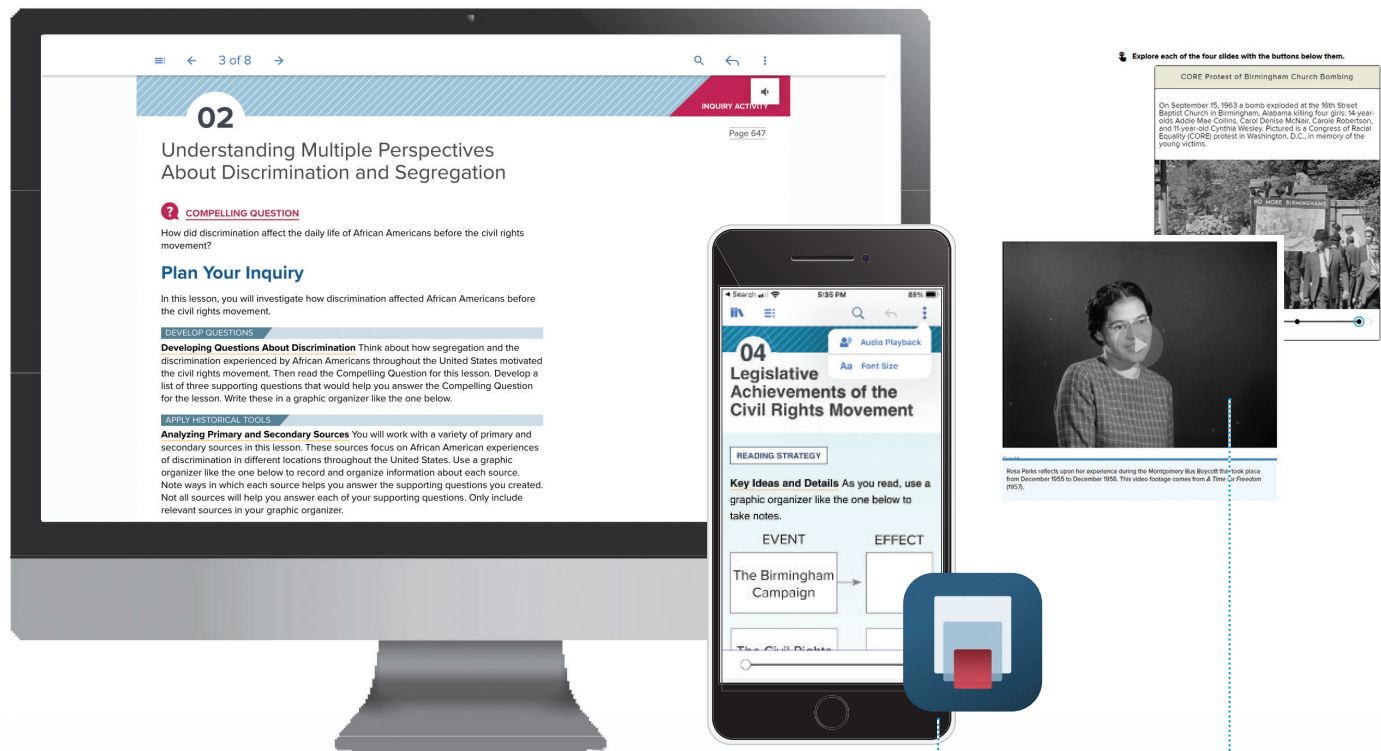
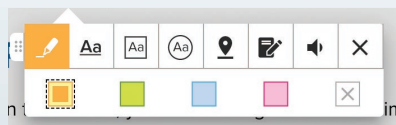


## Digital Courseware

### Interactive eBook with Approaching Level Version



- Full Student Edition narrative with built-in tools including audio reads, full text search, highlighting, annotations, and notes.



- **An Approaching Level version** provides the core narrative at 2 grade levels lower than the On-Level version. It also includes additional support for students, especially for comprehending primary and secondary source excerpts.
- **Assign** a topic or lesson of the eBook to your students. Students may answer questions directly in the eBook and submit for review and grading.

- **Interactives** to increase student engagement such as video and audio clips, slide shows, interactive graphs and charts, drag and drop activities, and more.
- Access the eBook on any mobile device through the **ReadAnywhere app**.

# Inquiry Journal Teacher's Guide

## Social Studies Skills and Literacy Skills Support

- Each inquiry in the Inquiry Journal Teacher's Guide includes a **2-page Lesson Plan** with teaching strategies and activities to guide you and your students through the inquiry process.
- Each lesson plan includes **teaching tips** for teaching inquiry and support for culturally responsive teaching.
- The Inquiry Journal Teacher's Guide is available in Print and Online.

**TOPIC 14: THE CIVIL RIGHTS MOVEMENT, 1955-1970**  
Inquiry Lesson Plan: The March on Washington for Jobs and Freedom

**LESSON OBJECTIVES**

In this lesson, students will complete the inquiry by:

- identifying the goals and accomplishments of the March on Washington
- describing the legacy of the March on Washington

**INTRODUCE THE INQUIRY TOPIC**

The **Compelling Question** for this inquiry topic is:

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

Students will explore primary and secondary sources about the March on Washington. These sources offer insight into the events, messages, outcomes, and lasting impressions of the march.

**Activating Prior Knowledge** Powerful protests for civil rights and other causes have become increasingly important in the United States and throughout the world since the 1950s. **Ask:**

- What groups have organized protests in recent years in the United States?
- What goals have these groups had?
- How do the actions of current groups compare to those of past protesters?

**DEVELOP SUPPORTING QUESTIONS**

Explain that the March on Washington did not begin the civil rights movement, but it did make many people aware of the movement and its goals. Your students read the Background Information. Then have partners develop three Supporting Questions to help them reflect on the significance of the march.

**TEACHER TIP**

**Time Management** Split students into four groups and assign each group a different source. Have groups analyze and answer the questions for their assigned source. Then, challenge each group to teach about these sources to the rest of the class.

**ANALYZE SOURCES**

Teach the following activities and have students answer the questions in their notebooks about Sources A-F.

**PRIMARY SOURCE A: PROTEST**

**Crowd on the National Mall**

Describe the scene. What is the description of the march? **Ask:** What do you think and feel about the March on Washington when you see this photo? Have students share their ideas in a small group.

**PRIMARY SOURCE B: SPEECH**

**What We Demand**

**Defining Contexts:** **Ask:** What purpose does this speech have? Is it simply a demand for change? Point to items 7 and 8. Why are these items being included? (The speaker is asking for a change in the way that the government treats African Americans. However, the items are not "demands" but rather "requests.")

**PRIMARY SOURCE C: LETTER**

**"I Have a Dream"** by Dr. Martin Luther King, Jr.

**Analyzing Perspectives:** Tell students to highlight the phrase that repeats "I have a dream." **Ask:** Why does Dr. King repeat this phrase? (The repetition adds emphasis, holds the audience's attention, and creates a sense of unity.)

**PRIMARY SOURCE D: SPEECH**

**Women and the Civil Rights Movement**

Read about the role of women in the civil rights movement. What evidence does the letter offer to support the argument? (The women were called to action to support the march and to bring attention to the needs of African American women.)

**PRIMARY SOURCE E: LETTER**

**Women and the Civil Rights Movement**

Read about the role of women in the civil rights movement. What evidence does the letter offer to support the argument? (The women were called to action to support the march and to bring attention to the needs of African American women.)

**PRIMARY SOURCE F: LETTER**

**Women and the Civil Rights Movement**

Read about the role of women in the civil rights movement. What evidence does the letter offer to support the argument? (The women were called to action to support the march and to bring attention to the needs of African American women.)

**READING SUPPORT**

**Analyzing** Invite a student to read about the first sentence. **Ask:** What important details does King use, and why?

**Identifying** Ask students to identify the main idea of the speech. **Ask:** What is the main idea of the speech? (The main idea is that African Americans should have equal rights and opportunities.)

**Text Structure** Ask students to identify the main idea of the speech. **Ask:** What is the main idea of the speech? (The main idea is that African Americans should have equal rights and opportunities.)

**Text Structure** Ask students to identify the main idea of the speech. **Ask:** What is the main idea of the speech? (The main idea is that African Americans should have equal rights and opportunities.)

**TEACHING TIPS**

**Identifying Effects** Have students draw a T-chart titled "Benefits of the March" and "Long-Term Effects." Have them record immediate effects provided by the march and long-term effects in the second. Call on students to share their ideas. Discuss the extent to which they think the march achieved these effects.

**Text Structure** Ask students to identify the main idea of the speech. **Ask:** What is the main idea of the speech? (The main idea is that African Americans should have equal rights and opportunities.)

**Text Structure** Ask students to identify the main idea of the speech. **Ask:** What is the main idea of the speech? (The main idea is that African Americans should have equal rights and opportunities.)

- The annotations in the Teacher's Guide provide suggested answers for every question in the student Inquiry Journal.

### Evaluate Sources and Use Evidence

**16. Citing Text Evidence** Refer back to the Compelling Question and the Supporting Questions you developed at the beginning of the topic. Then examine the evidence you gathered and recorded in the Graphic Organizer. If you would like to change one or more of your Supporting Questions, you may do so now. Which sources will help you answer the Supporting Questions? Circle or highlight those sources in your Graphic Organizer. Looking at the subset of sources you have chosen, be prepared to explain why you chose each source.

|   | Supporting Question   | Primary Source and Notes   |
|---|---|--|
| 1 | Sample Question: Why did civil rights leaders organize the March on Washington? | <p><b>Sample Answers:</b></p> <p><b>What We Demand:</b> The demands included an end to discrimination in jobs, housing, education; the desegregation of schools; the protection of voting rights; the enforcement of the Fourteenth Amendment; and withholding of funds from discriminatory programs.</p> <p><b>The "I Have a Dream Speech":</b> The speech shows King's desire to pursue African American equality, end discrimination, and achieve unity.</p> <p><b>"Protest Movement Comes of Age":</b> The motivation was African American equality.</p> <p><b>Fifty Years After the March on Washington:</b> The march organizers planned this as a national celebration to honor the African American civil rights movement.</p> |

- Teachers may assign or edit the inquiry to include fewer sources or fewer questions by using Online Practice in the Assessment platform.
- Teachers may also create their own questions and add them to the Inquiry.

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Topic 14: The March on Washington for Jobs and F...

Question 10 of 21

**Question 10**

Read the passage and answer the following question.

**Impact of the March**

Bayard Rustin served as deputy director of the planning committee for the March on Washington. In its wake, he wrote this letter to other members, which included "the big ten." These were the leaders of the major civil rights groups at the time, including the Congress of Racial Equality (CORE), the National Council of Negro Women (NCNW), the National Association for the Advancement of Colored People (NAACP), and the National Urban League. They also were leaders of newly allied organizations, like the United Auto Workers and the American Jewish Congress.

**PRIMARY SOURCE : LETTER**

"That the August 28th March on Washington was an historic success needs no further elaboration. What needs to be underlined is that only the unity of the civil rights organizations and their white allies could have produced that spectacular success. No one organization or narrow coalition of organizations could have done the job."

**EXAMINE THE SOURCE**

**Analyzing Perspectives** To what does the author attribute the success of the March on Washington? What effects does he cite?

**Instructions**

250 of 250 words remaining

**Next Question**

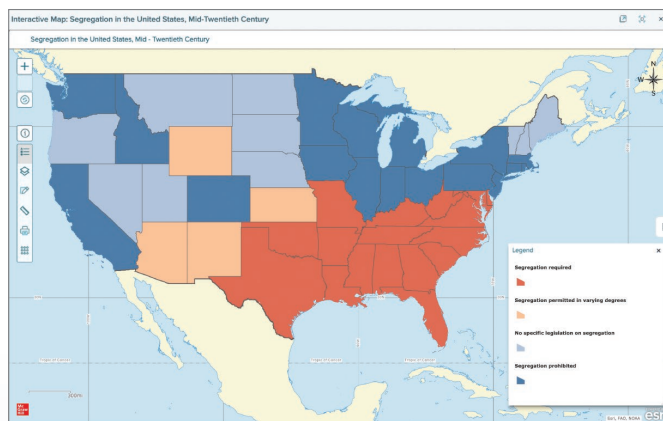
**Done and Review**

## Videos

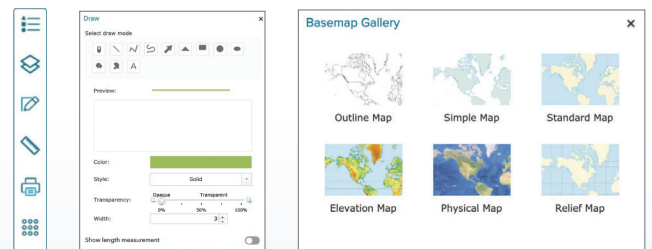
- Videos bring history to life with compelling stories, stunning graphics, and historical photographs and archival footage.
- All videos included in the program are aligned to specific content to enhance the core content.



## Interactive Maps



- Based on the maps in the print Student Edition, interactive maps include interactive tools, embedded media, and additional data sources.
- Select from different basemaps, measure between two points on the map, draw on the map, or print a hard copy of the map.
- Interactive Reference Atlas Maps include different base maps and data sets so that students can explore the world.



## Digital Worksheets

Assign these digital worksheets to your students for additional support and to extend the learning.

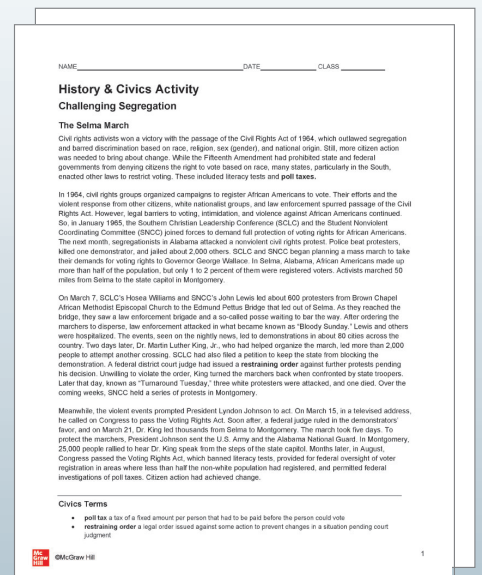
- Hands-on Topic Projects** for Project Based Learning
- Guided Reading Activity** and **Vocabulary Activity** for reading support
- Reading & Writing Essential** for reading and writing support for approaching level
- Reteaching Activity** for remediation
- Review and Apply Activity** for historical thinking support.
- Video Response Activity** to accompany the Videos in Course.
- History & Geography Activity, History & Civics Activity, and History & Economics Activity** to make connections between history and social studies disciplines and extend the content for beyond-level and on-level learners



Look for this icon to access the printable, accessible version of the worksheet.



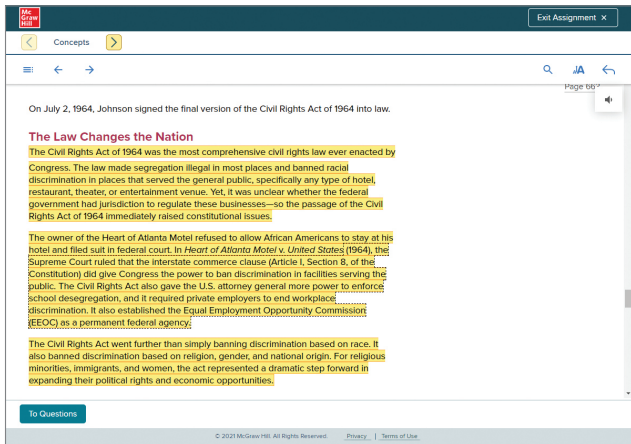
Look for this icon to access the editable version of the worksheet.



# Digital Courseware

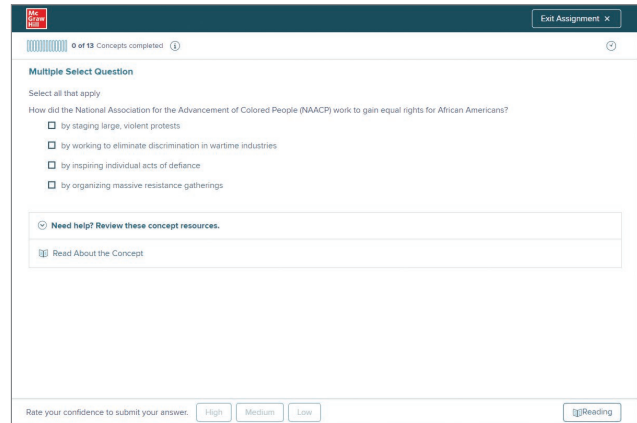
## SmartBook

- Features adaptive logic that can more accurately pinpoint knowledge gaps and zero in on topics that require additional study.
- Helps students focus study time and emphasize central topics by highlighting important concepts in the Student Edition and present questions to practice what they've learned.



Assign SmartBook to your students at different levels of content such as entire Topics or individual Lessons.

- **New assignments** can be created at the topic or lesson level.
- **Review assignments** can be created by bundling previous topic-level assignments.
- Use detailed and visual tracking reports for an in-depth overview of each student as well as overall class performance.

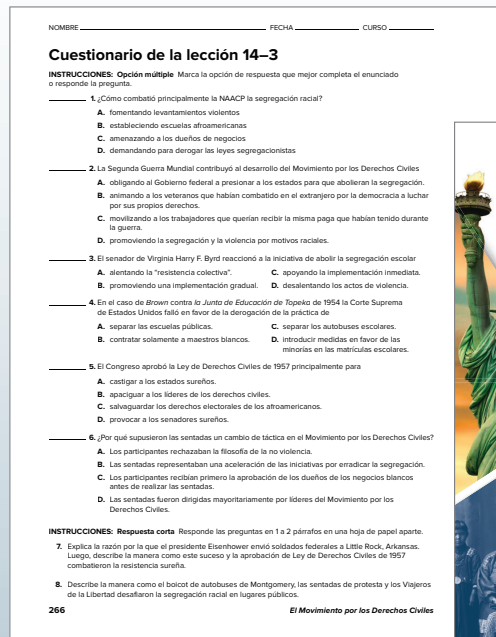


## Spanish Resources

Spanish online resources include:

- Student Edition eBook
- Inquiry Journal
- Online assessments
- Closed captioning for videos

For additional purchase, the print Student Edition, print Inquiry Journal, and print Topic Tests and Lesson Quizzes are available in Spanish





Inquiry Journal

The Inquiry Journal is a printed consumable workbook. It is available digitally as both printable PDFs and as an assignment in Online Practice.

- There is a dedicated inquiry for each topic of the course centered around an important **NEW Compelling Question** for the topic not found in the Student Edition.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

TOPIC 14 • THE CIVIL RIGHTS MOVEMENT, 1956–1978

The March on Washington for Jobs and Freedom

?

COMPELLING QUESTION

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


- The **primary and secondary sources** were selected in order to provide diverse and multiple perspectives about the topic and help students grapple with the compelling question. These are overwhelmingly **NEW** sources and not repeats of those found in the Student Edition.

A

Crowd on the National Mall

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

PRIMARY SOURCE: PHOTOGRAPH



Crowds gather around the reflecting pool on the National Mall in Washington, D.C. They face the Lincoln Memorial, with the Washington Monument in the background. Its reflection appears in the water.

B

What We Demand

In late 1962 civil rights activists A. Philip Randolph and Bayard Rustin began planning a march on Washington to celebrate the legacy of the Emancipation Proclamation. They formed a coalition of civil rights groups led by a central administrative committee. With headquarters in Harlem and Washington, D.C., the committee produced this program to direct participants and guide the day's events.

PRIMARY SOURCE: SPEECH

1. Comprehensive and effective civil rights legislation from the present Congress—without compromise or filibuster—to guarantee all Americans access to all public accommodations

2. Adequate and integrated housing

3. The right to vote

4. Withholding of Federal aid from states that refuse to desegregate

5. Desegregation of all schools

6. Enforcement of the Fair Labor Standards Act of 1938 in all states where citizens work

7. A new Executive Order to end federal funds to states that refuse to desegregate

8. Authority for the Attorney General to sue any state that violates the rights of its citizens.


F

Women and the Civil Rights Movement

In 1940 Paul Murray was arrested for objecting to segregation on interstate buses. Soon after, she entered law school and helped found the Congress for Racial Equality. Not long after the March on Washington, she delivered this speech to the National Council of Negro Women in Washington, D.C. She went on to become a lawyer, professor, author, minister, and co-founder of the National Organization for Women.

PRIMARY SOURCE: SPEECH

Recent disquieting events have made imperative an assessment of the role of the Negro woman in the quest for equality. The civil rights revolt, like many social upheavals, has released powerful pent-up emotions, cross currents, rivalries, and hostilities. . . . There is much jockeying for position as ambitious men push and elbow their way to leadership roles. . . .



Dr. Paul Murray at her desk at Brandeis University.

- Students follow the same **inquiry arc** and process as in the Student Edition but go more in-depth beginning with developing their own questions and ending with **Taking Informed Action**. Students are given the choice to select 1 of 3 Take Informed Action activities. Students use the Take Informed Action Rubric for Self-Evaluation and Peer Review.

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

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

Supporting Question 1: \_\_\_\_\_

Supporting Question 2: \_\_\_\_\_

Supporting Question 3: \_\_\_\_\_

Take Informed Action

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

☒ YOU CHOOSE

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

A. Write a magazine feature article or blog post.

B. Present, with a partner, a script of two of your Interview Questions and Answers (Q&As) as back-to-back news broadcasts.

C. Prepare a "then and now" slideshow presentation contrasting past and present civil rights groups and their aims.

Take Informed Action Rubric: Interviewing a Contemporary Civil Rights Activist

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

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

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