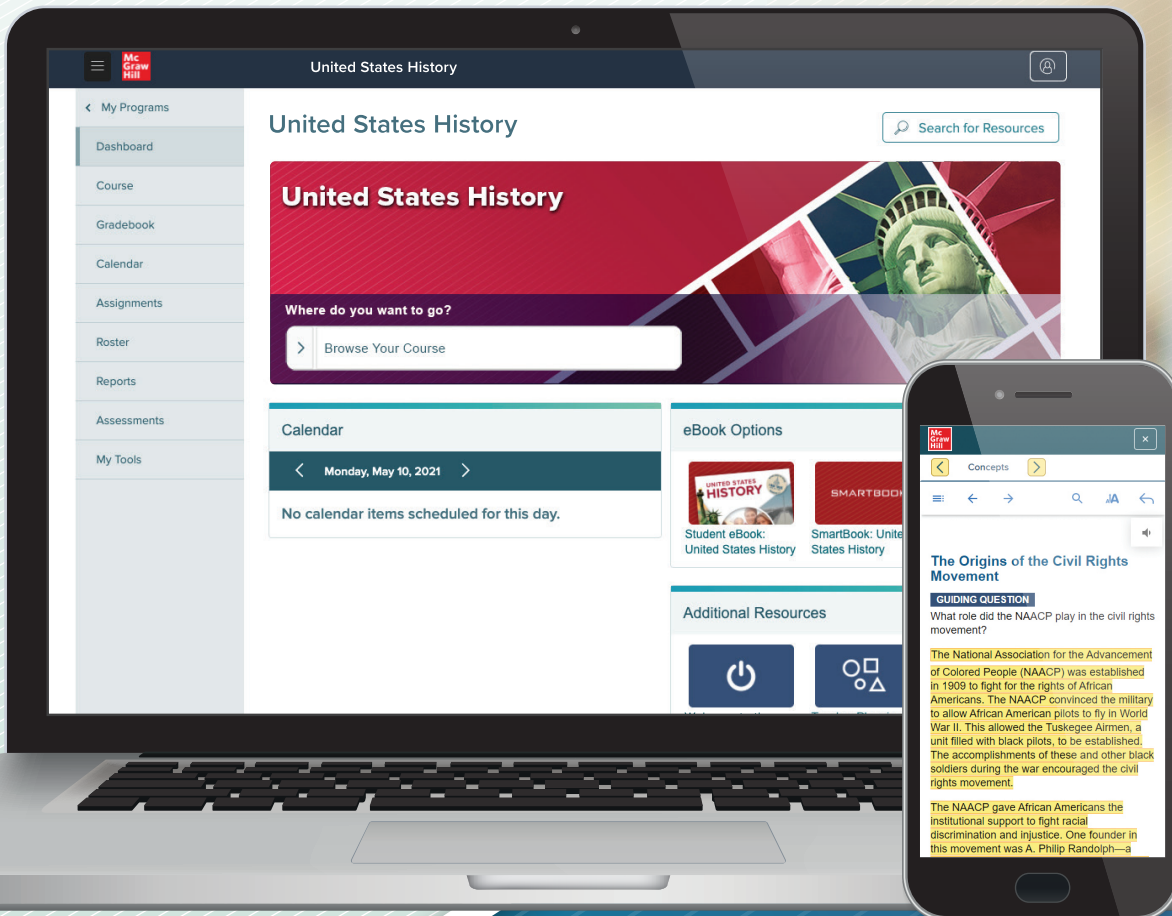
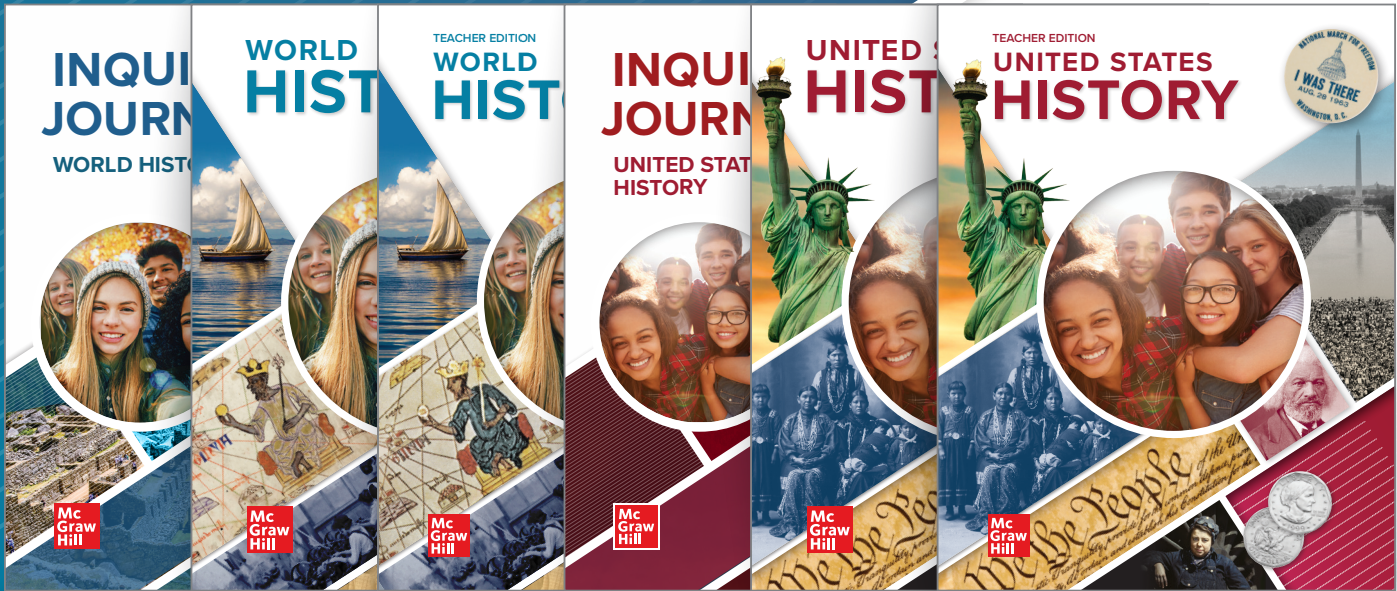




**WORLD HISTORY
UNITED STATES HISTORY**

Welcome to McGraw Hill Social Studies



Inspire a Student, Change the World

Empower students to make vital connections between the past and present with a flexible curriculum that facilitates choice and remains current with regular content updates. Inspire students to experience history through multiple lenses and inquiry as they learn to practice civil discourse on their way to becoming future-ready citizens.

PRIMARY SOURCE : LYRICS

“ There ain’t nothing I can do or nothing I can say
That folks don’t criticize me
But I’m going to do just as I want to anyway
And don’t care if they all despise me

If I should take **notion**
To jump into the ocean
Ain’t nobody’s bizness if I do

If I go to church on Sunday
Then shimmy down on Monday
Ain’t nobody’s bizness if I do, if I do

If my friend ain’t got no money
And I say ‘Take all mine, honey’
Tain’t nobody’s bizness if I do, do, do, do

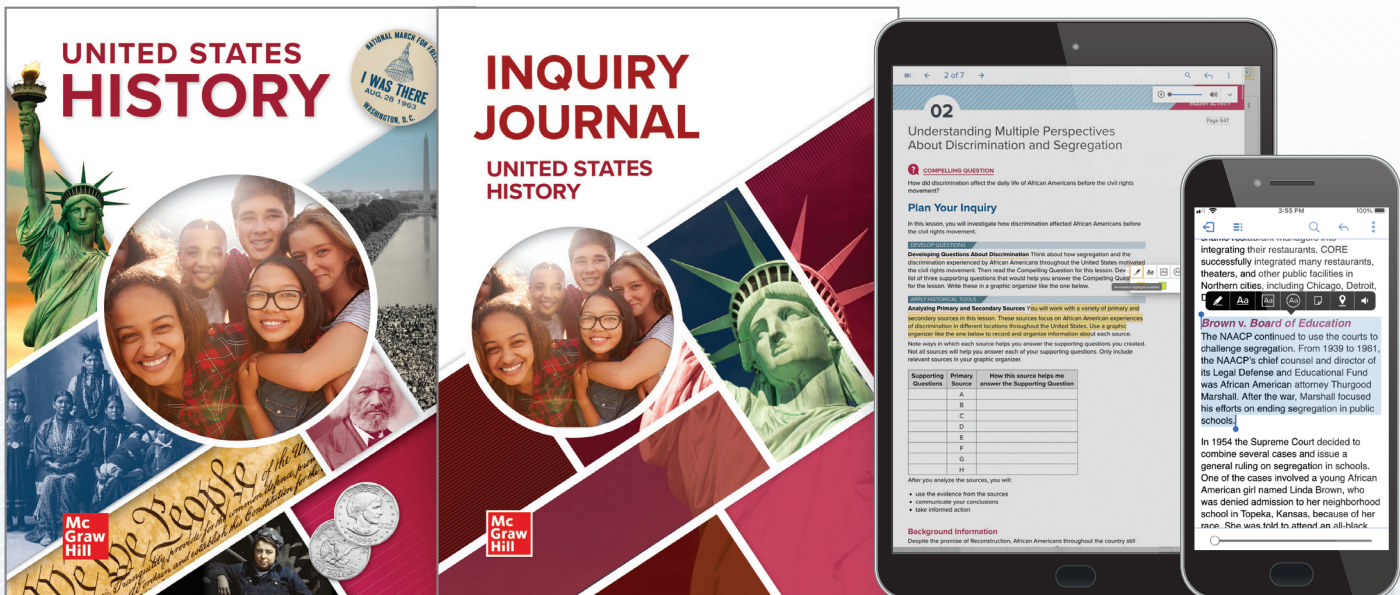
If I give him my last nickel
And it leaves me in a **pickle**
Tain’t nobody’s bizness if I do,
if I do . . . ”

—Bessie Smith, 1923



Create Dynamic Teaching and Learning Experiences

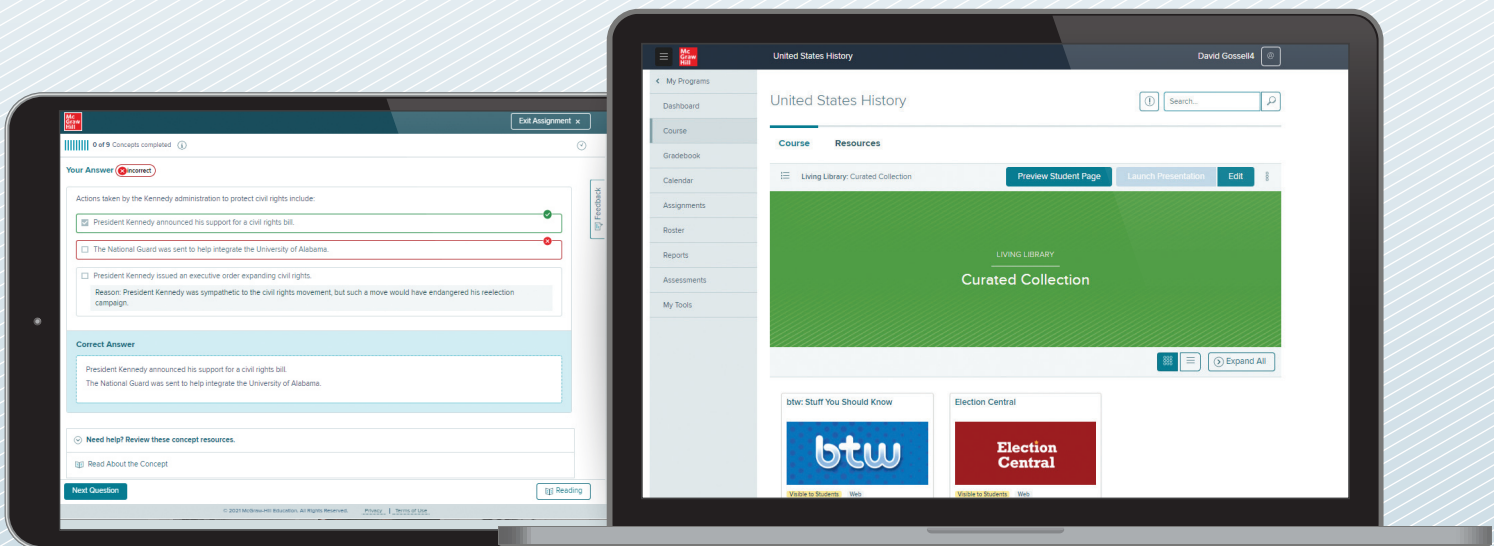
Choose between a variety of learning resources as well as four different lesson types to engage your students in thought-provoking and personalized learning opportunities.



Student Edition Four different lesson types organized by modules, designed to make history relevant and engage every student.

Inquiry Journal Interactive worktext designed around new Compelling Questions and additional primary and secondary sources.

Interactive eBook Designed to match the print content with robust digital tools to enhance learning.



SmartBook® Built for adaptive personalized learning to empower students to focus on key concepts and achieve mastery through practice and study.

Living Library™ Ever-expanding library of resources updated regularly.

The Civil Rights Movement

1954–1978

Protesters march in support of civil rights at the March on Washington in 1963.

INTRODUCTION LESSON

01 Introducing the Civil Rights Movement

642

LEARN THE EVENTS LESSONS

03 The Civil Rights Movement Begins 653

04 Challenging Segregation 659

06 The Civil Rights Movement Continues 671

INQUIRY ACTIVITY LESSONS

02 Understanding Multiple Perspectives About Discrimination and Segregation 647

05 Analyzing Sources: Civil Rights Movement Activists 665

REVIEW AND APPLY LESSON

07 Reviewing the Civil Rights Movement

677

Lesson [LC-DIG-ppmca-37229]

Flexibility and customizable options allow you to use all the lessons in a topic or pick and choose the ones you'd like for your classroom.

Introduction Lesson

Engage students by activating prior knowledge about place and time to establish a foundation for learning and inquiry with clear learning objectives for the topic.

Learn the Events Lessons

Students dig in on key historical concepts, ideas, people, and events with an emphasis on cause-and-effect relationship, explanation, and continuity and change in history.

Inquiry Activity Lessons

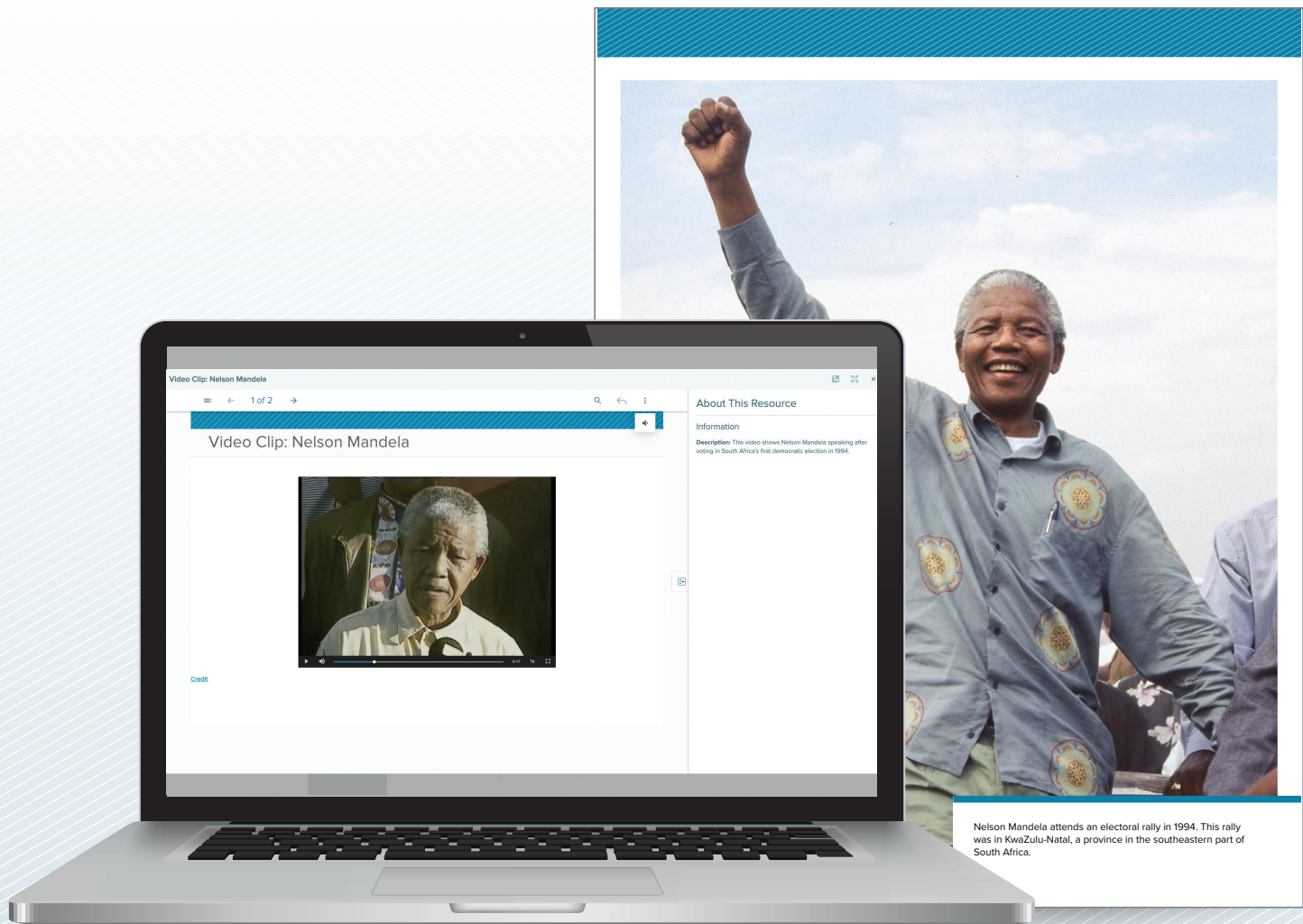
Using Compelling Questions and inquiry, students develop their own questions, analyze primary and secondary sources, draw conclusions and communicate about them, and have opportunity to translate what they've learned into informed action.

Review and Apply Lesson

Students review and apply what they have learned about the topic through activities such as Making Connections to Today, Understanding Multiple Perspectives, and Writing and Reasoning Activities.

Spark Curiosity and Set the Course for Learning

Students engage with the topic, activate their prior knowledge, look ahead to what they will learn, and begin to consider the Compelling Questions.



Nelson Mandela attends an electoral rally in 1994. This rally was in KwaZulu-Natal, a province in the southeastern part of South Africa.

mheonline.com/ss-sample



Go online or use your Teacher Edition to explore more teaching strategies and resources for the Introduction Lesson.

Engage

- Videos, Interactive Maps, Slideshows, and Timelines

Enrich

- Hands-On Topic Project Worksheets
- Active Classroom Activity

Looking Ahead

You will learn the history of the civil rights movement in the United States between 1954 and 1978. While studying this time period, you will learn about segregation and other forms of discrimination that African Americans endured, and the strategies civil rights movement activists employed. You will see how the leaders of the modern civil rights movement were motivated by past struggles against inequality. And you will understand the changes that came about because of these protests.

You will examine Compelling Questions and develop your own questions about the civil rights movement in the inquiry lessons. Review the time line to preview some of the key events, people, and organizations that you will learn about.

What Will You Learn

In these lessons focused on the civil rights movement, you will learn:

- the historical causes of the civil rights movement.
- the key events in the history of the civil rights movement.
- the actions taken by significant individuals and important organizations within the civil rights movement.
- the effects of the civil rights movement.
- the legacy of the civil rights movement in the United States.

? COMPELLING QUESTIONS

- How did discrimination affect the daily life of African Americans before the civil rights movement?

KEY EVENTS OF

CIVIL RIGHTS MOVEMENT

- 1941** ○ **JANUARY 25, 1941** A. Philip Randolph proposes a March on Washington to highlight segregation and Jim Crow discrimination
- 1954** ○ **MAY 17, 1954** Supreme Court rules against public school segregation in *Brown v. Board of Education of Topeka*
- DECEMBER 1955** Montgomery, Alabama, bus boycott begins
- SEPTEMBER 1957** Federal troops ensure integration of African American students at Central High School in Little Rock, Arkansas
- SEPTEMBER 1957** Civil Rights Act passed to ensure that all Americans could exercise their right to vote
- 1960** ○ **FEBRUARY 1960** Greensboro sit-ins begin
- AUGUST 1963** March on Washington for Jobs and Freedom (right)
- JULY 1964** Civil Rights Act passed that ends segregation in public places and banned employment discrimination
- 1965** ○ **AUGUST 1965** Voting Rights Act passed to remove legal barriers of voter discrimination at the local and state levels
- APRIL 4, 1968** Dr. Martin Luther King, Jr., assassinated in Memphis
- APRIL 11, 1968** Civil Rights Act passed prohibiting housing discrimination



Civil Rights March on Washington, D.C. The heads and shoulders of over 250,000 people are visible in the photo, showing the scale of the event. The photo was taken by the Associated Press. The photo is in the public domain.

Sequencing Time List the events about education and explain how each event contributed to school desegregation.

1 of 7

Understanding the Time and Place: The United States, 1865–1954

The civil rights reform movement of the 1950s and 1960s was a response to a long history of racial inequality in the United States. During the Reconstruction period after the Civil War (from about 1865 to 1877) Constitutional amendments gave African Americans the rights of citizenship. However, in the years following 1877, state governments denied African Americans their rights and legalized segregation and discrimination across the United States. The civil rights movement formed to protest this inequality and aimed to overturn this systemic discrimination.

Reconstruction, 1865–1877

After the Civil War, the Constitution was revised to protect the rights of African Americans through three important amendments. The Thirteenth Amendment legally ended slavery throughout the United States. The Fourteenth Amendment granted citizenship to African Americans and provided legal protections. The Fifteenth Amendment gave African American men the right to vote.

African Americans who had served in the Union Army gave public speeches to the formerly enslaved and helped bring new people into politics. Many recently freed African Americans ran for public office, won elections, and served as legislators and administrators in almost all levels of government.

African Americans created strong social and religious community networks and emphasized education, especially after it had been denied to so many enslaved people shortly before Reconstruction. Several African American academies formed during this time grew into a network of African American colleges and universities referred to today as Historically Black Colleges and Universities (HBCUs). This includes Hampton Institute in Virginia and Morehouse College in Georgia. Just over ten years after the Civil War's end, almost 40 percent of African American children were enrolled in schools.

Differentiate

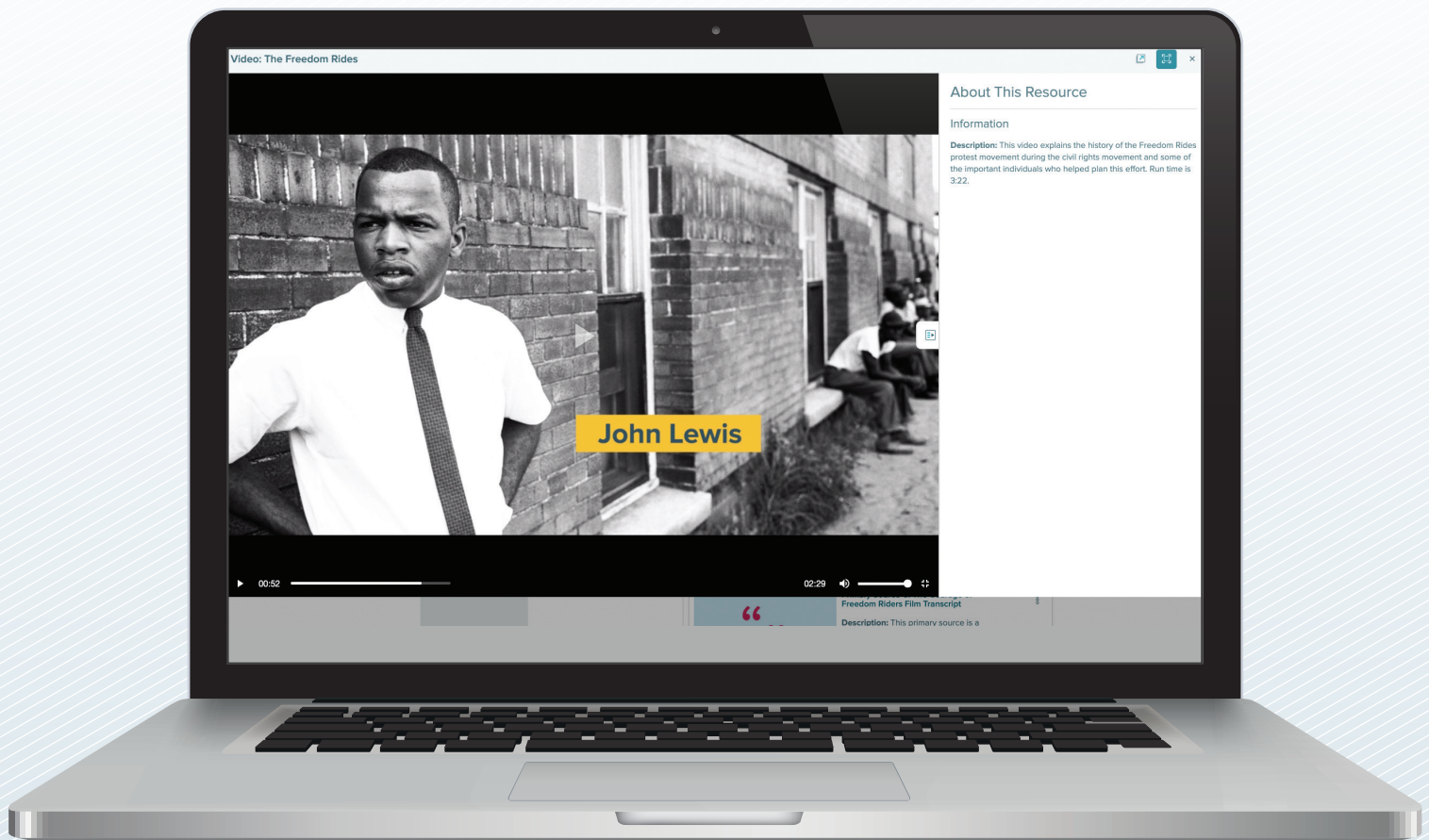
- Reading Essentials
- SmartBook
- Spanish Student Edition
- Strategies for Differentiation

Assess

- Preassessment
- Review and Apply

Make History Relevant for Every Student

Bring the past to life and help make connections to today through Guiding Questions, lesson activities, and engaging interactives.



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Go online or use your Teacher Edition to explore more teaching strategies and resources for the Learn the Events Lessons.

Engage

- Maps, Timelines, Charts, and Graphs
- Social and Emotional Learning

Enrich

- Hands-On Topic Project Worksheets and Rubrics
- Biography
- Global Connections
- Culturally Responsive Connections
- Analyzing Supreme Court Cases (US History)

03

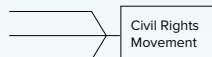
The Civil Rights

The Origins

Civil Rights Movement

READING STRATEGY

Analyzing Key Ideas and Details As you read, complete a graphic organizer similar to the one here by listing the techniques used to challenge segregation.



GUIDING QUESTION

What role did the NAACP play in the civil rights movement?

The National Association for the Advancement of Colored People (NAACP) was established in 1909 to fight for the rights of African Americans. The NAACP convinced the U.S. Supreme Court to allow African American pilots to fly in World War II as Tuskegee Army Airman, a unit filled with black pilots, to be the first to fly in the Tuskegee Army Airman's uniform.

The NAACP gave African Americans the institutional support to fight racial discrimination and injustice. One founder in this movement was A. Philip Randolph—a union leader since the 1920s as well as a civil rights activist—who compelled President Franklin Roosevelt to issue an executive order ending segregation in the armed forces during World War II. The NAACP

opposed the practice of segregation against segregated bus terminals and gave up her seat to a white person in 1955.

The NAACP's fight against segregation. Back in the 1940s, the NAACP fought segregation to be constitutional in the "separate but equal" doctrine. The NAACP argued that facilities provided for African Americans were not equal to those provided for whites.

keep the rides going. When President Kennedy found out that the Freedom Riders were still active, he ordered the Interstate Commerce Commission (ICC) to tighten its regulations against segregated bus terminals, and Attorney General Robert Kennedy ordered the Justice Department to take legal action against Southern cities that maintained segregated bus terminals. By late 1962, the committed work of activists began eliminating segregated interstate bus travel.

CHECK FOR UNDERSTANDING

1. How did the Justice Department help the Freedom Riders?

LESSON ACTIVITIES

- Informative Writing** Assume that you are a student at a college newspaper in 1960. Write an editorial for the newspaper describing the significance of the Freedom Riders, including its participants, goals, and impact.
- Presenting** Work in groups of four. Each group will write and present brief monologues for various events and milestones in the civil rights movement. Each monologue should be at least 1 minute long and presented to the class.

Kennedy's Civil Rights Response

While campaigning for the presidency in 1960, John F. Kennedy made promises to support civil rights. Civil rights leaders, such as NAACP executive director Roy Wilkins, urged Kennedy to support civil rights

658

PHOTO: Bettmann/Getty Images; TEXT: Freedom Riders: A History of America's Civil Rights Movement by Robert Weisner. Copyright © 1999 by Robert Weisner. All rights reserved.

Differentiate

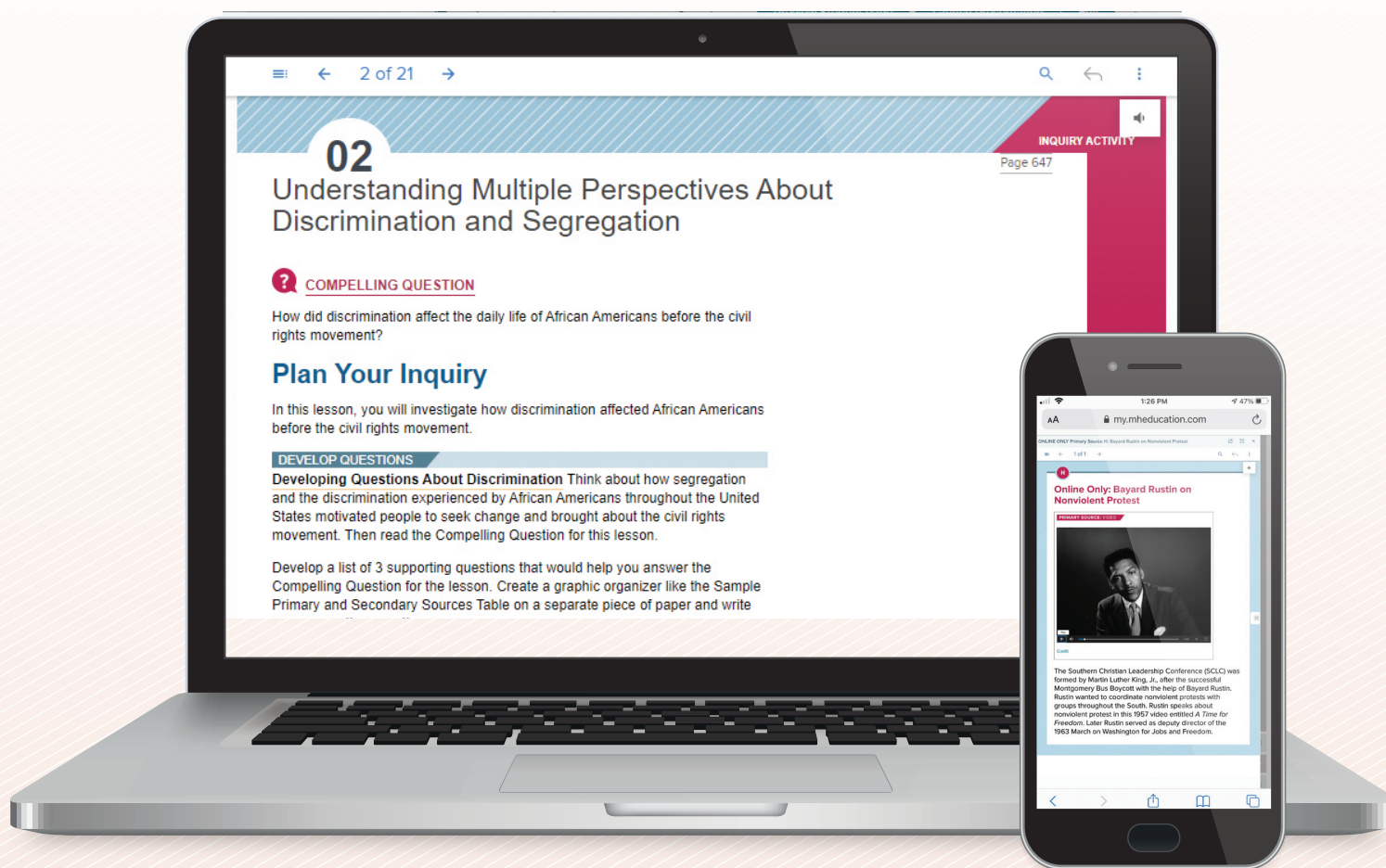
- Reading and Writing Essentials
- Guided Reading Activity
- History & Economics Activity
- History & Civics Activity
- History & Geography Activity

Assess

- Check for Understanding
- Lesson Activities
- Review and Apply Activity
- Self-Check Quiz
- Lesson Quiz

Explore History Through the Lens of Those Who Lived It

With a focus on primary and secondary sources, students will gather evidence, draw conclusions, communicate understanding, and take informed action. Every topic includes at least two Inquiry Activity lessons covering a wide range of voices and perspectives provided by excerpts from interviews, magazine articles, poems, song lyrics, photographs, and much more.



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Go online or use your Teacher Edition to explore more teaching strategies and resources for the Inquiry Activity Lessons.

Engage

- Compelling Question
- Interactive Images

Enrich

- Making Connections to Today
- Culturally Responsive Connections
- Social and Emotional Learning
- Additional Digital Source (Online Only)
- Culturally Responsive Connections

A Segregation at the

Under Jim Crow laws in the separate public facilities for Americans—including waiting and water coolers—were reserved for African Americans. This photograph was taken at a streetcar terminal in Oklahoma City, Oklahoma, in 1939.

PRIMARY SOURCE: PHOTOGRAPH

» This photograph by Russell Lee, taken in 1939, shows a segregated waiting area for African Americans only. These separate facilities were of lower quality than those reserved for white Americans.

EXAMINE THE SOURCE

- Analyzing Visuals** What is the photograph? How does it reflect the attitudes of the period?
- Comparing and Contrasting** Compare the messages in this photograph with the messages in the other sources. What were the similarities between Jim Crow laws?

C An African Ame

Yank magazine was a popular African American magazine during World War I. In this 1944 letter, a soldier shares his experience with segregation even as African Americans fought for the war.

PRIMARY SOURCE: LETTER

“Dear YANK:

Here is a question I’m asking. What is the difference between the white and the black? On whose team are we fighting? We are eight other soldiers at Camp Claiborne, La. We are waiting for our train to go home. I could not purchase a lunchroom at the Old Man Jim Crow where we could be at lunchroom at the rail course, we had to go that’s not all; 11:30 a. German prisoners of guards, came to the lunchroom, sat at the served, talked, smoked, and I stood at the I could not help but ask questions: Are those those six and seven miles day. Whether it was raining go. So those are some of that I have of my childhood over at Norwood.”

—Charles Gratton, in *Remembering Segregation*

EXAMINE THE SOURCE

Interpreting Text Does Charles Gratton’s letter reflect the same feelings toward the segregation toward the unequal school access?

D Remembering Segregation

Charles Gratton lived in Norwood, Alabama, during the Great Depression and World War II. His of living in the segregated South struggles he faced with unequal

PRIMARY SOURCE: TRANSCRIPT

“There were two buses passed by our house. I picked up Jack. Jeffrey were the white boys that were the kids that I saw my twin sister and I could see.

... [T]hose buses were schools. They were good schools. But we would not have buses. ...

Now, there were African American children throughout Prince Edward County, VA. They had indoor plumbing, yet, in each of the district, there was a school for construction. And those of course, the privilege would take them to an. They built the schools.

EXAMINE THE SOURCE

The NAACP Calls

Extrajudicial lynchings of African Americans for decades. Between 1890 and 1930, more than 3,000 lynchings were documented. The NAACP, the National Association for the Advancement of Colored People, was founded in 1909. The NAACP’s flag, shown in the image, was raised at the NAACP’s office in 1936. The United States passed the Civil Rights Act of 1964.

EXAMINE THE SOURCE

Evaluating Information What does this flag?

F Comparing White

While Plessy v. Ferguson allowed the racially based inequality, it described his memories of a student strike against poor school conditions and a decision against

PRIMARY SOURCE: INTERVIEW

“There were two buses passed by our house. I picked up Jack. Jeffrey were the white boys that were the kids that I saw my twin sister and I could see.

... [T]hose buses were schools. They were good schools. But we would not have buses. ...

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EXAMINE THE SOURCE

Evaluating Information What does this flag?

H Excerpt From a Travel Guidebook for African Americans

Because of Jim Crow laws, travel for African Americans in many parts of the country was difficult or even dangerous. The *Negro Motorist Green Book* listed, by state and city, places to stay and restaurants that were either owned by or welcomed African Americans. In the following excerpt from the 1948 edition, a contributor describes travel to a town in North Dakota.

PRIMARY SOURCE: GUIDEBOOK

“From DICKINSON, NORTH DAKOTA:

... Several places of business, while they are glad to provide for Negro customers, do not care to advertise for Negro trade. The attitude of a majority of those I contacted was that, while they themselves had no color prejudice, some of their regular customers did have. This was the impression I gained from hotel operators, barbers, and others contacted. They were all eager to provide whatever services were required by Negroes visiting Dickinson. ...

Upon occasion, Negroes have been accommodated in Dickinson hotels. However, a Negro tourist would have an easier time getting accommodations at Dickinson’s motels and in several **tourist camps**. North Dakotans, generally, are friendly, and I am sure that a Negro tourist would be pleased with his reception in Dickinson.”

—The *Negro Motorist Green Book*, 1948

EXAMINE THE SOURCE

tourist camps Lodging for travelers often consisting of small individual cabins

- Analyzing Text** What is the writer attempting to accomplish with this contribution to the *Green Book*? According to the writer, does Dickinson seem like a welcoming destination for African Americans?
- Inferring** In what circumstances might the *Green Book* not be helpful or be misleading?

Your Inquiry Analysis

EVALUATE SOURCES AND USE EVIDENCE

Reflect back to the Compelling Question and the Supporting Question you developed at the beginning of this lesson.

- Gathering Sources** Which sources helped you answer the Compelling Question and your Supporting Questions most directly? Which sources, if any, challenged the answers you thought you were going to arrive at when you first created your supporting questions? Were there details you still need more information on, and where might you look to find that information?
- Evaluating Sources** Looking at the sources that helped you answer your Supporting Questions, evaluate the credibility of each source. What details made that source a particularly useful one to answer your question? Are there further details you may need in order to better evaluate the authority of these sources?
- Comparing and Contrasting** Compare and contrast two of the sources in this lesson more closely. What area of life does each source examine? What tone is expressed by each writer, speaker, or photographer? Is the person angry, sad, or merely conveying information? Explain.

COMMUNICATE CONCLUSIONS

Presenting Work with a partner to compare the Supporting Questions each of you wrote at the beginning of the lesson. Choose three of these Supporting Questions to answer using the sources. Then, prepare a short multimedia presentation on how the sources helped you answer the Supporting Questions you chose. Consider including quotes from the sources in your presentation. Give your

TAKE INFORMED ACTION

Choose one source to deeply explore. Now, consider showing the impacts of that cause, such as the sources in this lesson have done, help motivate improvements in that cause?

Consider if you have seen any similar examples in recent media. Write a letter to your local elected officials that explains the impacts of the injustice you identified and suggests solutions for the problem.

Student-led Take Informed Action activities include podcasts, speeches, interviews, letters to community leaders, and much more.

Each program features nearly 400 primary and secondary sources.

Differentiate

- English Learners Scaffold
- Reading and Writing Essentials
- Special Needs Strategies and Activities
- SmartBook
- Spanish Student Edition

Assess

- Examine the Source
- Take Informed Action
- Lesson Quiz

Empower the Next Generation of Informed, Active Citizens

Choose from a variety of activities that allow students to review and apply their learning.

07

Reviewing the Civil Rights Movement

Summary

Origin of the Movement

During Reconstruction, Congress took some steps to protect African Americans' civil rights. But in 1896 the *Plessy v. Ferguson* decision allowed those rights to be severely curtailed by state statutes known as Jim Crow laws. These laws legalized segregation, restricting African American mobility, labor, and voting rights. Even where it was not enforced by law, de facto segregation limited African Americans' lives.

In response to institutional racism and segregation, the National Association for the Advancement of Colored People (NAACP) and other organizations began to chip away at Jim Crow laws by challenging them in court. The NAACP scored a major victory in 1954 when the U.S. Supreme Court struck down segregation in public education in *Brown v. Board of Education*. The decision caused some Southern governors to increase their resistance to integration.

The Montgomery Bus Boycott

One year after *Brown v. Board*, Rosa Parks's refusal to yield her seat on a city bus to a white man led to the Montgomery Bus Boycott. A young minister named Dr. Martin Luther King, Jr., emerged as a leading voice of the civil rights movement during the boycott. After more than a year, the boycott and legal challenges achieved the desegregation of the city transportation system. That success inspired more resistance throughout the South and led to the formation of the Southern Christian Leadership Conference (SCLC).

Also in 1955, two white men murdered 14-year-old Emmett Till. Till's death highlighted the dangers of racist violence protected by the Southern judicial system.

The Little Rock Nine

President Eisenhower had been reluctant to get involved in civil rights issues. After the governor of Arkansas used the National Guard to try to prevent nine African American students from integrating Little Rock's Central High School, Eisenhower intervened, ordering federal forces to protect the students and enforce integration at Central High School in 1957.

Sit-Ins and Freedom Rides

Civil rights activism continued into the 1960s, spearheaded by young college students. One group in Greensboro, North Carolina, used sit-ins to challenge segregation in public restaurants. Soon activists throughout the South staged sit-ins to protest segregation, many of them part of groups like the Congress of Racial Equality (CORE) and the Student Nonviolent Coordinating Committee (SNCC), led by young leaders such as John Lewis and Diane Nash.

In 1961 a group of African American and white students challenged de facto segregation on interstate buses and terminals. The Freedom Riders were attacked by violent mobs and arrested in several cities. More Freedom Riders expanded the effort. President Kennedy finally sent in federal marshals to protect the riders, but tensions continued until the Interstate

D Making Connections to Today

The 50th anniversary of "Bloody Sunday" in Selma, Alabama, was remembered on March 7, 2015. President Barack Obama delivered a speech explaining the significance of Selma to the civil rights movement.

"... [T]here are places and moments in America where this nation's destiny has been decided. ...

Selma is such a place. In one afternoon 50 years ago, so much of our turbulent history—the stain of slavery and anguish of civil war; the yoke of segregation and tyranny of Jim Crow; the death of four little girls in Birmingham; and the dream of a Baptist preacher—met on this bridge. ...

The Americans who crossed this bridge, they were not physically imposing. But they gave courage to millions. ...

Because of what they did, the doors of opportunity swung open not just for black folks, but for every American. Women marched for equality. Latinos marched through the desert. Americans, gay Americans, disabled Americans—they all came to this bridge. ...

"Bloody Sunday" 50th

The original Selma March on March 7, 1965, crossing the Edmund Pettus Bridge. The left photo, from March 7, 2015, shows President Obama, his family, and civil rights leaders, and former President George W. Bush commemorating the 50th anniversary of the Selma march.

As President Obama notes in his speech, the civil rights movement, directly and indirectly, inspired other activist movements in the United States. Movements for Latino and Native American civil rights as well as the modern feminist and the LGBTQ movements learned from its original example.

ACTIVITY Podcast Presentation Select one of the other movements President Obama referenced in his speech and create a podcast that compares and contrasts it to the civil rights movement of the 1950s and 1960s. In what ways has the civil rights movement inspired this other movement? How were the movements similar? In what ways did they differ?

As you seek to answer these questions, focus on the following topics and explain the similarities and differences between the movements:

- The goals of each movement
- The methods used by each movement to achieve these goals
- The judicial or legislative successes of each movement

Use your student text, library, and online sources to research the movement. Then, for your podcast, describe events that help the listeners to visualize the significant moments captured in videos or photographs. Create and submit a bibliography citing the sources you used for your podcast. Publish and share your podcast with family, friends, or a larger audience.



fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.

—Nelson Mandela, statement at the Rivonia trial, April 20, 1964, from *In His Own Words*

Write a summary paragraph identifying the main ideas in Mandela's statement. Conclude by noting which parts of Mandela's ideal became reality.

E Building a Free Society

Several nations in the Middle East have struggled with tension between modern and traditional cultural practices. To some people in these nations, "modern" is associated with corruptive Western influences that undermine Islamic values. To others, modernizing industry, education, and social freedoms increases economic opportunities for everyone. Some of these tensions have focused on restrictions regarding expectations of gender roles and the rights of women. Turkey, under the rule of Atatürk, and Iran, under the Pahlavis and the Ayatollah Khomeini, illustrate some of these tensions, which are still present today.

ACTIVITY

Creating a Visual Presentation Using your textbook along with library and Internet resources, research information about the tensions between modernization and traditional culture in Turkey and Iran during the twentieth century and today. Create a visual display that illustrates how some of these



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Go online or use your Teacher Edition to explore more teaching strategies and resources for the Review and Apply Lesson.

Engage

- Interactive Charts and Graphs

Enrich

- Making Connections to Today
- Digital Option Activities
- Social and Emotional Learning





Differentiate

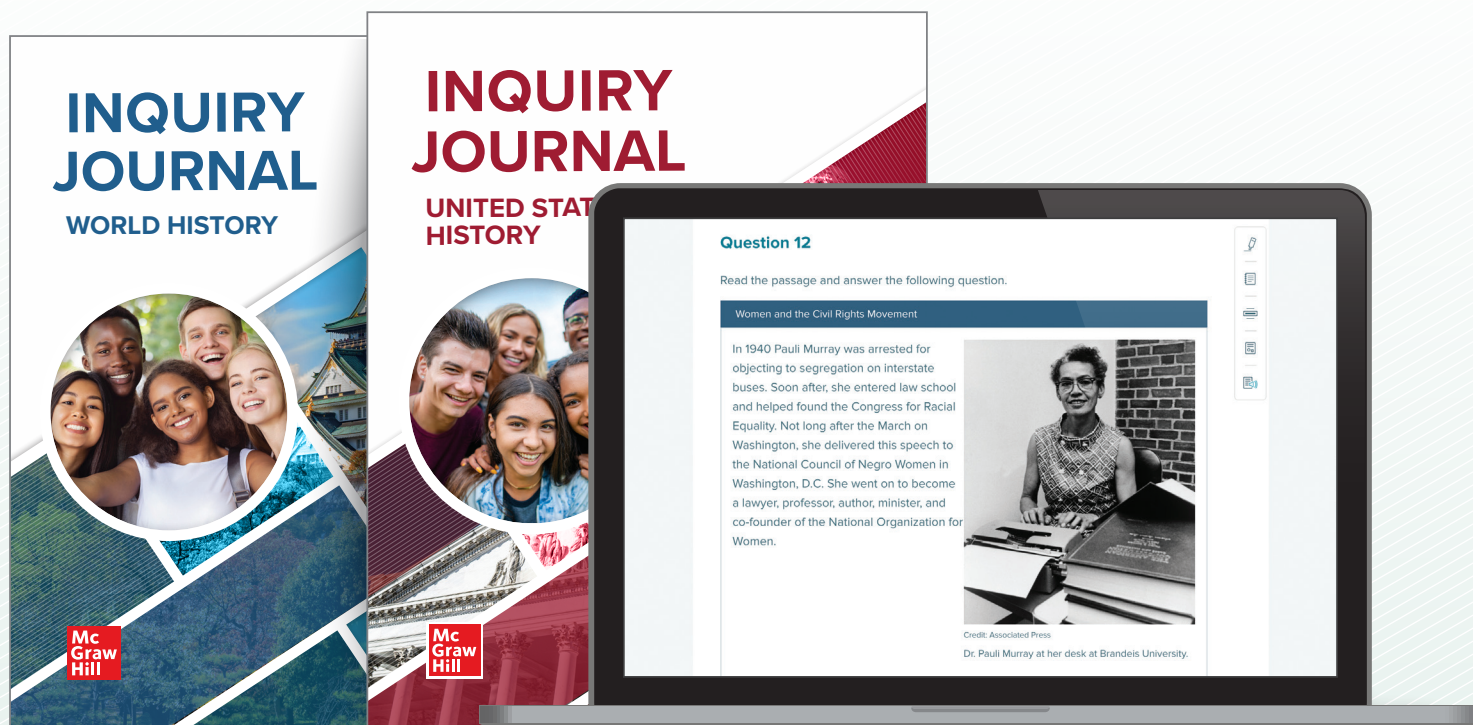
- Differentiation for Each Topic Activity
- Reteaching Activity
- Reading and Writing Essentials
- *SmartBook*
- Spanish Student Edition

Assess

- Topic Activities
- Topic Tests

Advance Learning Through Inquiry

For the teacher who never has enough sources or is all in on inquiry, the Inquiry Journal is designed to extend the inquiry process and delves deeper with a new Compelling Question and a diverse range of additional primary and secondary sources.



Name _____ Date _____ Class _____

TOPIC 19 • INDEPENDENCE AND NEW CHALLENGES: 1919–1993

Developments During the Era of Independence

1. COMPELLING QUESTION

What was the era of independence like for people in Latin America, Asia, the Middle East, and Africa?

Plan Your Inquiry

You will develop Supporting Questions about the era of independence. Using the Compelling Question as your guide, you will study primary and secondary sources. Finally, you will answer your Supporting Questions, communicate your research conclusions, and take action based on what you have learned.

Background Information

Throughout the eighteenth and nineteenth centuries, Western countries embarked on a campaign of imperialism and colonialism in a frantic bid to gain and maintain economic and political power. Peoples in territories around the world were subjected to colonial rule, as countries like Great Britain, France, and the United States exploited raw materials and opened new markets. In the process, imperial powers upended and disrupted traditional economic, cultural, social, and political structures.

While many colonized peoples organized and fought against colonial rule, it was not until the twentieth century that their efforts gained true momentum. The dream of independence became a reality for many as a result of World War II. War-torn countries in Europe were tasked with rebuilding at home, leaving few resources to maintain their now fragile empires. Activists, seeing their opportunity, agitated harder for independence, employing both

Name _____ Date _____ Class _____

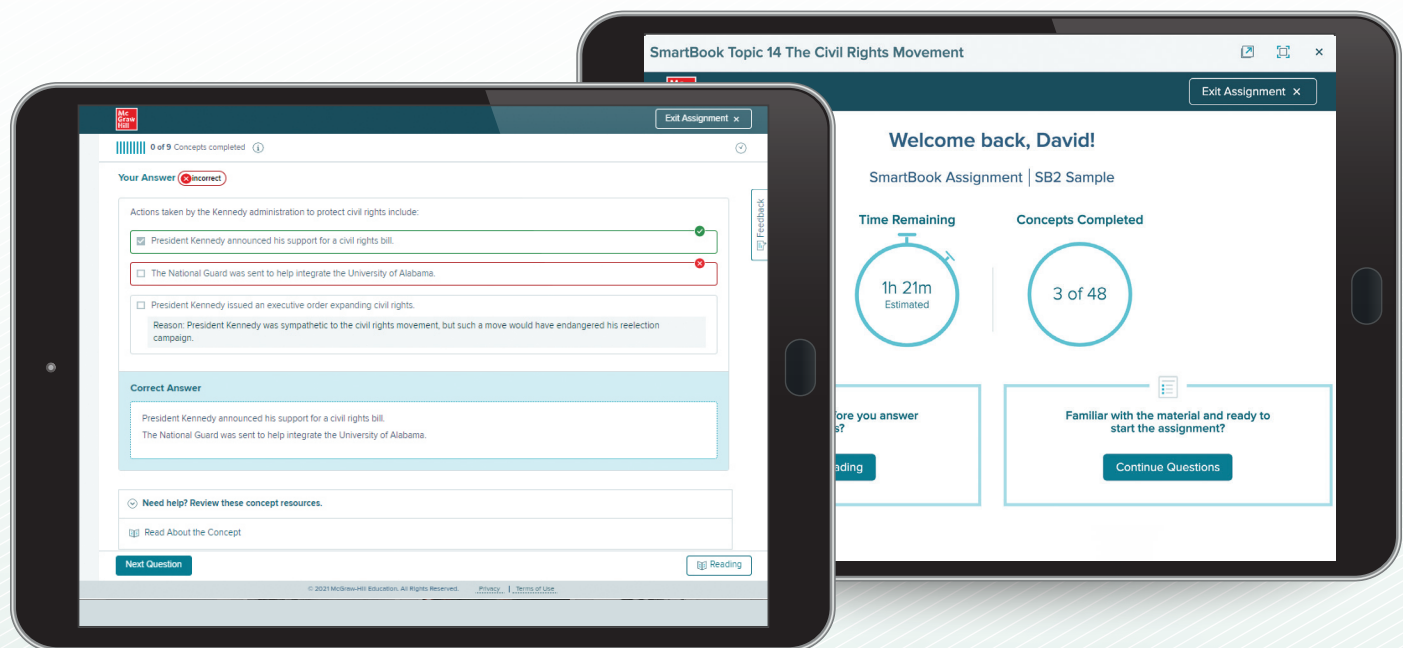
Apply Historical Concepts and Tools

2. Analyzing Sources Next, you will work with a variety of primary and secondary sources. These sources focus on the effects of the era of independence. As you read, use the graphic organizer to take notes and to organize information about the sources.

Organizing Source Information		
Source	Title and Author/Creator	Notes
A	A Testimony of Positive Change for Brazil's Working Class, edited by James A. Wood	
B	Matigari: A Fable for Any Newly Independent Nation, by Ngugi wa Thiong'o	
C	Women Workers of India, by Padmini Sengupta	
D	1960: The Year of Africa, a photograph	

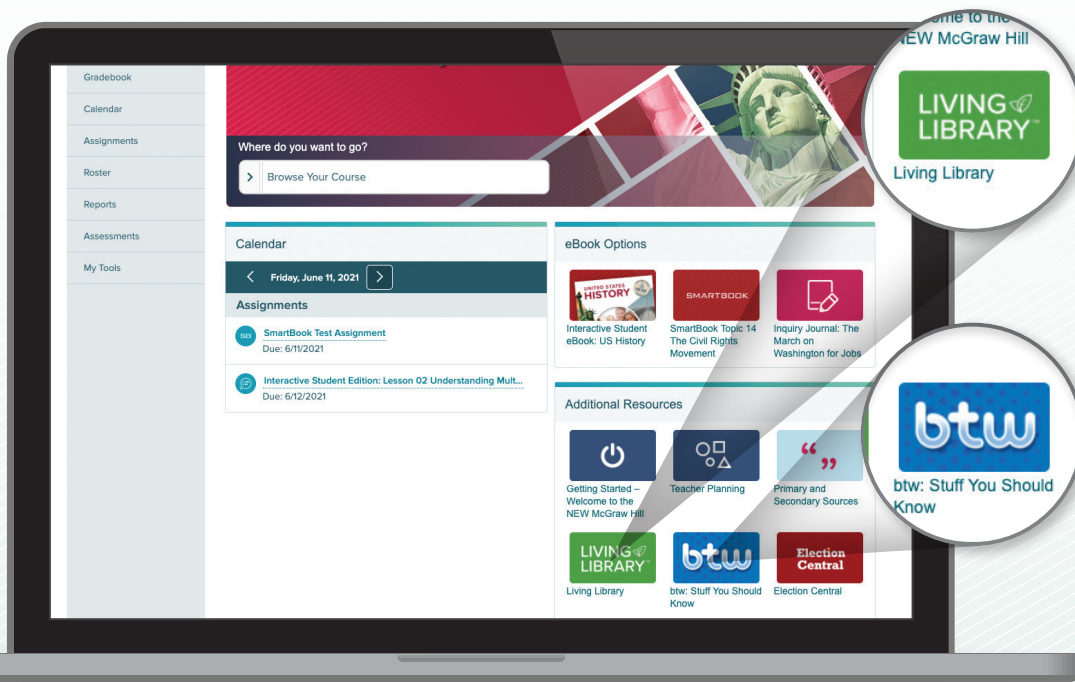
Personalize Learning for Every Student

SmartBook delivers personalized, adaptive learning tailored to each student's individual needs by pinpointing knowledge gaps and focusing instruction on the concepts that require additional study. Teachers can assign a specific chapter, topic, or concept and access advanced reporting features that track individual and class progress with actionable insights to inform in-class instruction.



Fuel Engagement With a Curriculum That Grows Over Time

Experience a platform that puts resources at your fingertips, including new content added regularly with the Living Library, By the Way (BTW) current events, and Election Central.



The Living Library provides an ever-expanding library of regularly updated resources.

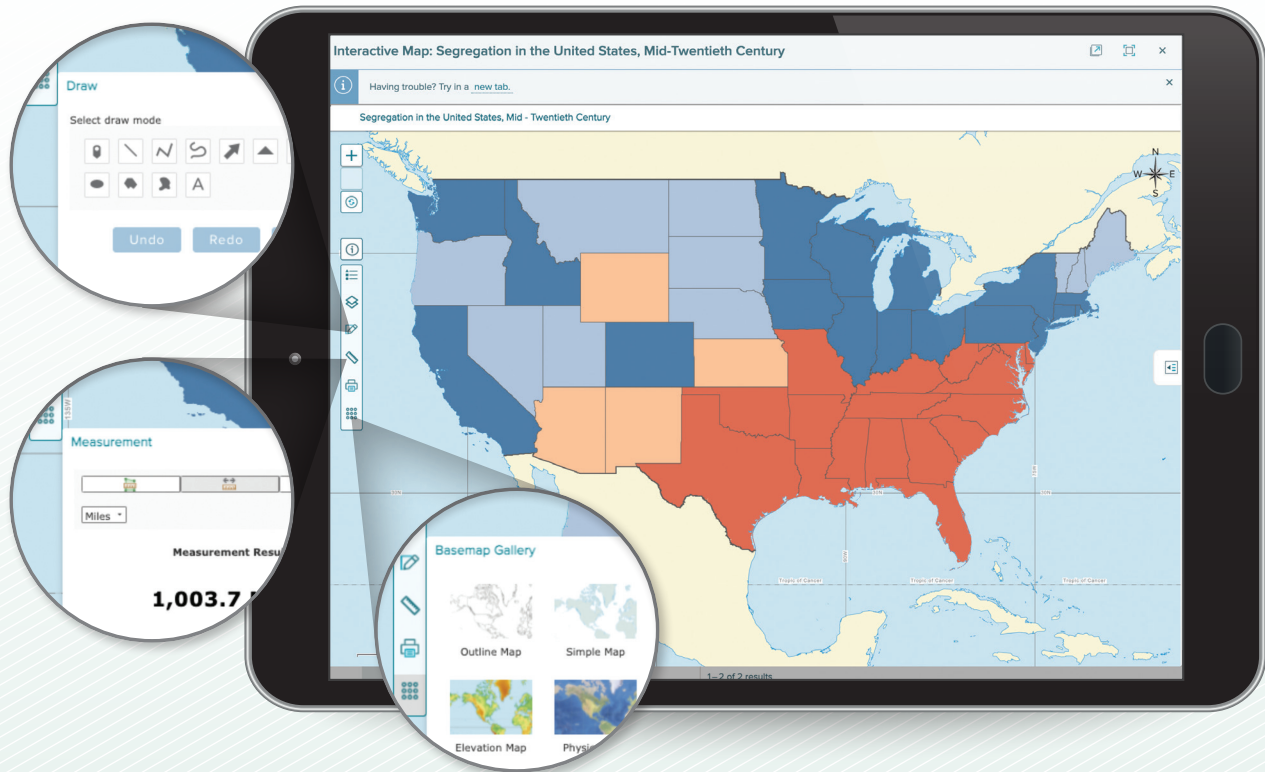
BTW provides current events articles for students to engage with history as it's happening.

Videos enhance core content and bring history to life with compelling stories, stunning graphics, historical photographs, and archival footage.

The ReadAnywhere app provides access to the Student eBook on any mobile device.



Interactive maps include dynamic tools, embedded media, and additional data sources. Select from different basemaps, draw, measure between two points, or print a hard copy of the map. Interactive Reference Atlas Maps include different basemaps and data sets so that students can explore the places they study.



NAME _____ DATE _____ CLASS _____

History & Civics Activity Challenging Segregation

The Selma March

Civil rights activists won a victory with the passage of the Civil Rights Act of 1964, which outlawed segregation and barred discrimination based on race, religion, sex (gender), and national origin. Still, more citizen action was needed to bring about change. While the Fifteenth Amendment had prohibited state and federal governments from denying citizens the right to vote based on race, many states, particularly in the South, enacted other laws to restrict voting. These included literacy tests and **poll taxes**.

In 1964, civil rights groups organized campaigns to register African Americans to vote. Their efforts and the violent response from other citizens, white nationalist groups, and law enforcement spurred passage of the Civil Rights Act. However, legal barriers to voting, intimidation, and violence against African Americans continued. So, in January 1965, the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC) joined forces to demand full protection of voting rights for African Americans. The next month, segregationists in Alabama attacked a nonviolent civil rights protest. Police beat protesters, killed one demonstrator, and jailed about 2,000 others. SCLC and SNCC began planning a mass march to take their demands for voting rights to Governor George Wallace. In Selma, Alabama, African Americans made up more than half of the population, but only 1 to 2 percent of them were registered voters. Activists marched 50 miles from Selma to the state capital in Montgomery.

On March 7, SCLC's Hosea Williams and SNCC's John Lewis led about 600 protesters from Brown Chapel African Methodist Episcopal Church to the Edmund Pettus Bridge that led out of Selma. As they reached the bridge, they saw a law enforcement brigade and a so-called posse waiting to bar the way. After ordering the marchers to disperse, law enforcement attacked in what became known as "Bloody Sunday." Lewis and others were hospitalized. The events, seen on the nightly news, led to demonstrations in about 80 cities across the country. Two days later, Dr. Martin Luther King, Jr., who had helped organize the march, led more than 2,000 people to attempt another crossing. SCLC had also filed a petition to keep the state from blocking the demonstration. A federal district court judge had issued a **restraining order** against further protests pending his decision. Unwilling to violate the order, King turned the marchers back when confronted by state troopers. Later that day, known as "Turnaround Tuesday," three white protesters were attacked, and one died. Over the coming weeks, SNCC held a series of protests in Montgomery.

Meanwhile, the violent events prompted President Lyndon Johnson to act. On March 15, in a televised address, he called on Congress to pass the Voting Rights Act. Soon after, a federal judge ruled in the demonstrators' favor.

Digital worksheets provide additional support and extend learning with:

- Hands-On Topic Projects.
- Reading and Writing Essentials.
- Activities in Guided Reading, Reteaching, Review and Apply, Video Response, History & Geography, History & Civics, and History & Economics.

Plan Your Way

Explore teaching resources that offer flexibility as you choose the lesson type and activities that meet your classroom needs. Topics for professional learning videos include educational equity and culturally responsive pedagogy, inquiry, and much more.

LESSON 02 • LEARN THE EVENTS PLANNER

South Asian and Southeast Asian Independence

LEARNING OBJECTIVES

Knowledge:

- explain how Lenin spread communism throughout Asia
- explain how Gandhi used civil disobedience to fight for Indian independence
- describe problems that divided participants in India's independence movement
- analyze the impact of the partition of India
- describe the challenges India, Pakistan, and Bangladesh faced after independence
- describe the outcome of attempts to attain democracy in Indonesia, Myanmar, Vietnam, Cambodia, and the Philippines
- explain how the rights of women have expanded in Asia

Skills:

- compare the ideas of Mohandas Gandhi and Jawaharlal Nehru
- analyze images to draw conclusions about Indian independence
- use maps to examine the impact of independence in India and Southeast Asia
- compare and contrast independence movements in two countries and the subsequent challenges these countries faced
- collaborate with a partner to create a list of economic, social, and political issues that India faced after it gained independence

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

✓ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 753			
✓ Describing Independence Movements	H	10 min	Whole Class
TEACH pp. 753–758			
<input type="checkbox"/> Interpreting Communism	H	10 min	Whole Class
<input type="checkbox"/> Special Needs Activity: Autism Spectrum		15 min	Small Group
<input type="checkbox"/> Culturally Responsive Connections: Women of Indian Independence		15 min	Whole Class
<input type="checkbox"/> English Learners Scaffold: Reading Closely to Understand a Primary Source ELL		15 min	Small Group
<input type="checkbox"/> Understanding Context for Assassinations	H	10 min	Small Group
<u>Differentiate the Activity</u> Analyzing Causes of Indian Unrest BL		40 min	Small Group
<input type="checkbox"/> SEL Social Awareness: Appreciating Diversity		15 min	Whole Class
<input type="checkbox"/> Argumentative Writing About India and Nonalignment	W	30 min	Individual
<u>Differentiate the Activity</u> Gathering Evidence About Alliances AL		30 min	Small Group
✓ Using Maps to Understand Context	G	10 min	Whole Class
<input type="checkbox"/> Understanding Context for Bangladesh's Independence	H	10 min	Whole Class
<input type="checkbox"/> Making Connections to Today: Analyzing Change in Pakistan and Bangladesh		60 min	Small Group

KEY:

C Civics	R Reading	BL Beyond Level
E Economics	SL Speaking and Listening	AL Approaching Level
G Geography	W Writing	ELL English Language Learners
H Historical Thinking		

Title	Skill	Pacing	Grouping
TEACH continued			
<input type="checkbox"/> Understanding Context of Indonesian Independence	H	5 min	Whole Class
<input type="checkbox"/> Citing Text Evidence Related to Democracy	R	5 min	Whole Class
<input type="checkbox"/> Informative Writing About Southeast Asia	W	45 min	Individual
<input type="checkbox"/> Digital Option: Creating a Documentary About Southeast Asia		60 min	Small Group
<input type="checkbox"/> GO ONLINE Guided Reading Activity AL		20 min	Individual
<input type="checkbox"/> GO ONLINE Reading and Writing Essentials AL ELL		20 min	Individual
✓ Analyzing Change in Southeast Asia	H	5 min	Whole Class
<input type="checkbox"/> GO ONLINE History & Civics Activity: Rise of the Khmer Rouge BL		30 min	Individual
<input type="checkbox"/> Active Classroom Activity: Making a Poster About Female Leaders		45 min	Small Group
REVIEW p. 758			
✓ Evaluating Lessons Learned	H	20 min	Whole Class
<input type="checkbox"/> GO ONLINE Self-Check Quiz		15 min	Individual
<input type="checkbox"/> GO ONLINE Review & Apply Activity		20 min	Individual
ASSESS p. 758			
<input type="checkbox"/> GO ONLINE Lesson 2 Quiz		20 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

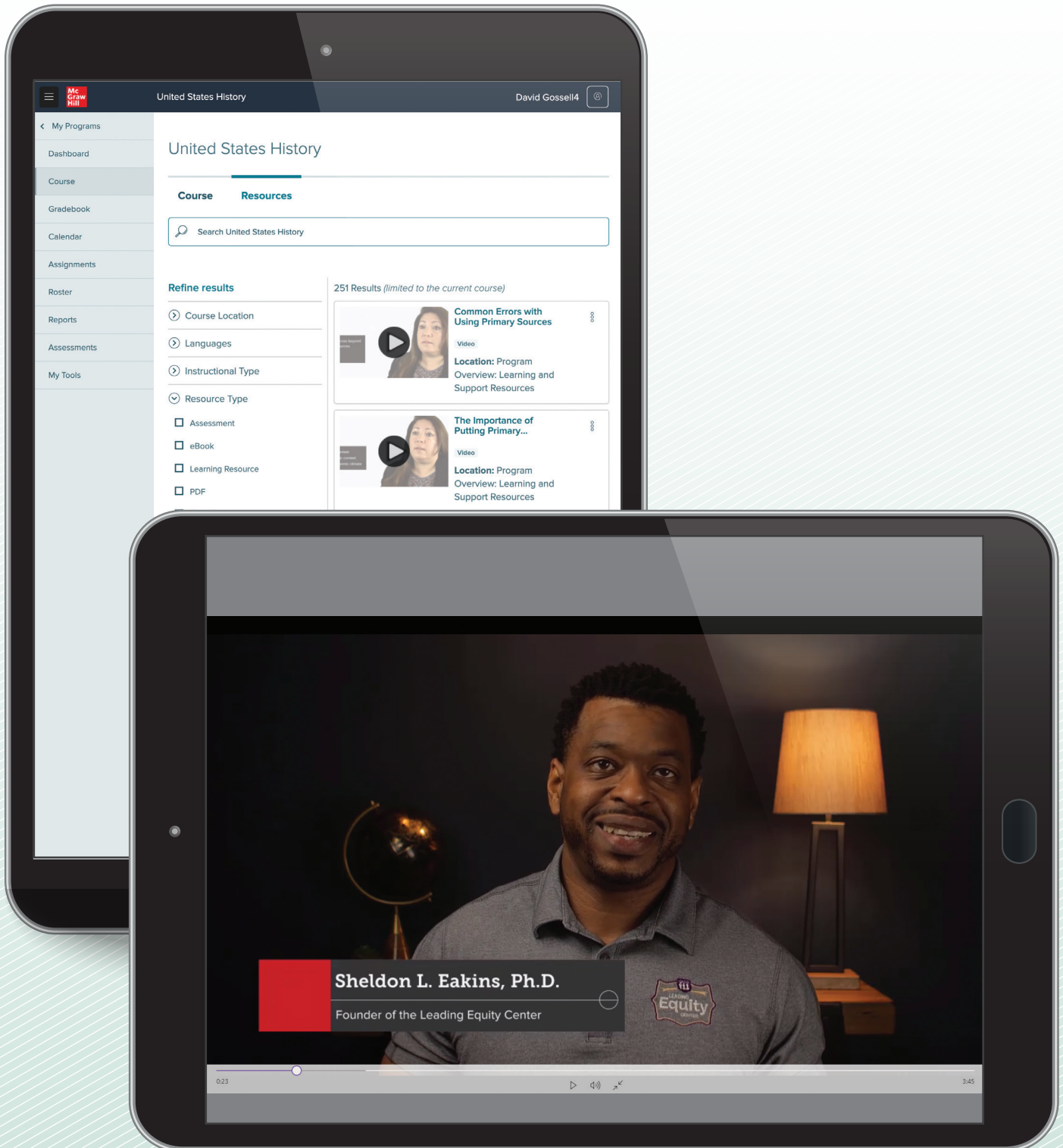
For Remediation and Intervention

For English Language Learners

For Students With Special Needs

For Enrichment

Discover professional development resources at point of use. Contact your sales representative to learn more about customizing professional development for your school or district.



Teach Your Way

Support every student with additional strategies for you to choose from. Look for labels in the Teacher Edition such as differentiated instruction, multiple strategies to support social and emotional learning, culturally responsive connections, and many more.

Culturally Responsive Connections in the Teacher Edition provide support for creating a culturally responsive climate in your classroom.

LESSON 02 • INQUIRY ACTIVITY

HISTORICAL THINKING SKILLS

Contrasting Life for White and African American Students Go online to Duke University's "Behind the Veil: Documenting African American Life in the Jim Crow South." Search the collection for "Gratton Interview" and then click the audio link titled "Charles Austin Gratton Interview." Play the interview for students from time marker 9:45 to 12:50. Lead a discussion with the whole class about Gratton's description of having to pass by newer and better "white only" schools to get to his older and run down "black only" schools. There is also a transcript of the interview for students who may need it.

WHOLE CLASS 15 MIN

Digital Option

Blog About Educational Inequity Instead of discussing Gratton's description of having to pass by newer and better "white only" schools to get to his older and run down "black only" schools, have students create a blog entry that focuses on educational inequity in schools. Students should create their own entry and respond to at least two other classmates' entries to foster discussion. SMALL GROUP 30 MIN

HISTORICAL THINKING SKILLS

Comparing Perspectives on Civil Rights Have students go online to the University of California at Santa Barbara's American Presidency Project (presidency.ucsb.edu) and search for "Remarks at Meeting of Negro Leaders Sponsored by the National Newspaper Publishers Association." Introduce the speech to students as the speech that inspired Jackie Robinson's letter in Primary Source E titled "Running Out of Patience." Direct students to read, beginning with the paragraph starting with "Now I realize" and ending at "itself create injustice." Assign students to compare Eisenhower's advice about patience with Robinson's call to action. SMALL GROUP 15 MIN

Special Needs

Strategy: Autism Spectrum Students on the Autism Spectrum (ASD) need routine breaks to allow internal and external stimuli to dissipate. After ASD students read and respond to Source D, allow them a break to reset and refresh in a quiet area or with sensory tools, prior to continuing onto Source E activities.

Culturally Responsive Connections

African American Athletes Protest at the 1968 Olympics African American athletes Tommie Smith and John Carlos gained international recognition and condemnation for raising their fists in the Black Power Salute while on the 1968 Olympic podium. In response, the Olympic committee stripped them of their gold and bronze medals respectively. **Questions to Consider:** Why do you think Smith and Carlos were stripped of their Olympic medals? (*Giving the black power salute, was considered a criticism of the country on an international stage. Stripping them of their medals was a way to condemn the protests and their participation.*) How would you feel if

D

Remembering Segregated Schools

Charles Gratton lived in Norwood, Alabama, during the Depression and World War II. His childhood memories of living in the segregated South highlighted the struggles he faced with unequal school opportunities.

PRIMARY SOURCE • TRANSCRIPT

"They also had a park. It was about a block from where I was born and raised and where I lived, and it was known as the white person's park. They had a tennis court there and nice park trees, and blacks weren't allowed in that park. I mean we just couldn't go there. You know, it's just one of those things.

Some days I would be sick, and I could hear the schoolchildren playing during their lunch hour down at Norwood Elementary School, which was all white, and that's what really stuck in my mind. I'd say, 'It's a shame that I have to walk so far to school every day.' When I'd hear those schoolchildren playing, I'd say, 'Here I am a block and a half from the elementary school, and I've got to walk six or seven miles to school every day.'

Even now, I can almost hear those kids, those white kids down at this elementary school playing, and the noise and laughing and playing, and I'm at home sick basically from the exposure of walking those six and seven miles to school every day. Whether it was raining or not, I had to go. So those are some of the memories that I have of my childhood growing up over at Norwood."

—Charles Gratton, in *Remembering Jim Crow: African Americans Tell About Their Life in the Segregated South*

EXAMINE THE SOURCE

Interpreting Text Does Charles Gratton have the same feelings toward the segregated park as he does toward the unequal school access? Why or why not?

E

Running Out of Patience

On May 12, 1958, President Eisenhower addressed a meeting of African American leaders sponsored by the National Newspaper Publishers Association. Jackie Robinson, the first African American baseball player in the twentieth century to play in the major leagues, was in the audience. The next day, he sent the president a letter expressing his frustration with Eisenhower's advice to "have patience and forbearance" as the nation tackled the difficult problem of racial discrimination.

PRIMARY SOURCE • LETTER

"I was sitting in the audience at the Summit Meeting of Negro Leaders yesterday when you said we must have patience. On hearing you say this, I felt like standing up and saying, 'Oh no! Not again.'

I respectfully remind you sir, that we have been the most patient of all people. When you said we must have self-respect, I wondered how we could have self-respect and remain patient considering the treatment accorded us through the years.

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights that we feel we are entitled to as Americans. This we cannot do unless we pursue aggressively goals which all other Americans achieved over 150 years ago. . . ."

—Jackie Robinson, letter to President Eisenhower, May 13, 1958

EXAMINE THE SOURCE

- Interpreting Text** To what is Robinson referring when he mentions pursuing goals other Americans achieved over 150 years ago?
- Inferring** What point do you think Robinson hopes to convey by making this connection to the goals that others achieved in the past?

650

EXAMINE THE SOURCE ANSWERS

PRIMARY SOURCE D

Gratton is bothered by both the segregated park and the unequal school access, but comparing his comment "it's just one of those things" about the park to his extensive memory of having to walk so far to school shows that he was more upset by the unequal school access.

PRIMARY SOURCE E

- Robinson is referring to the American Revolution and the promise of life, liberty, and the pursuit of happiness that is mentioned in the Declaration of Independence.
- Possible answer: I think Robinson wants Eisenhower to think about how long it has been since the United States won the American Revolution and established a nation based on liberty. Ever since then, African Americans have been waiting for that liberty to be given to them. To be told to continue waiting patiently is frustrating to Robinson.

The Teacher Edition offers a wide variety of differentiation support, including at point-of-use with English language learner scaffolds to make the text accessible to students who are learning English at different levels of proficiency.

LESSON 03 • LEARN THE EVENTS

GEOGRAPHY SKILLS

Using Maps About Arab-Israeli Disputes Invite students to analyze the map titled "Arab-Israeli Disputes, 1947–1993." **Ask:** How does the map illustrate the idea that the establishment of the state of Israel exacerbated tensions in the Middle East? (Possible response: The map shows how conflicts in the Middle East have changed numerous times over the years. It shows the areas that were contested between Israel and the Arab states, and the areas that were under Israeli control. It also shows the areas that were under Arab control. This helps students understand the complexity of the conflict and the role of geography in it.)

English Learners Scaffold

Describing a Map About Disputes

Entering and Emerging

Help students describe the map and the changes in control of the land. Provide students with simple sentences to share their observations with the class. **What describe the map and the changes in the Middle East?** What describe the map and the changes in the Middle East? What describe the map and the changes in the Middle East?

Bridging and Reaching

Have students work in pairs to write a short paragraph describing the map and its purpose. Instruct students to describe the border changes shown on the map as well as the causes of these changes as described in the introductory text and key. Invite pairs to share their observations with the class. **SMALL GROUP • 10 MIN**

HISTORICAL THINKING SKILLS

Arab-Israeli Disputes, 1947–1993
Conflicts and agreements have led to changes in control of disputed land.

GEOGRAPHY CONNECTION

- Spatial Thinking** What makes the Sinai Peninsula strategically important in the Middle East?
- Human Population** What was a result of the 1922 agreement between Israel and the PLO?

Wars in the Middle East

STUDY QUESTION
What led to the outbreak of the Arab-Israeli wars of 1947 and 1973?

The 1967 Arab-Israeli War
After 1948, persistent tensions continued between Israel and its Arab neighbors. Tensions were marked by regular cross-border skirmishes between Palestinian and Israeli fighters. The Syrian-Israeli border was one site of conflict—disputes over water led to clashes. The region was also entangled in the Cold War. An Arab-Israeli arms race began as the United States supplied military equipment to the Israelis, and the Soviet Union armed the Arabs. War broke out in May 1967 when Nasser sent Egyptian troops to the Sinai Peninsula, which bordered Israel. He convinced UN peacekeepers to withdraw from the Sinai and banned Israeli-bound ships from the Straits of Tiran. Feeling increasingly threatened and fearing attack by Egypt and other Arab states, Israel launched an attack on June 5, 1967, and destroyed most of Egypt's air force. In just six days, Israel defeated the Egyptians, Syrians, and Jordanians and took the West Bank and East Jerusalem from Jordan, and the Golan Heights from Syria, tripling the size of its land. A million Palestinians now lived in areas under Israeli control. After the war, Israel proposed the return of the Sinai Peninsula and Golan Heights and began negotiations about Gaza and the West Bank. In exchange for these territories, Israel sought Arab recognition of its right to exist. The Arab states responded with the Khartoum Resolution: "no peace with Israel, no recognition of Israel, no negotiations with Israel." Arab states continued to demand the return of the West Bank and Gaza.

The 1973 Arab-Israeli War
Nasser died in 1970, and Anwar al-Sadat replaced him. On October 6, 1973, then Rosh Hashanah, Jewish's holiest day of the year, Egypt and Syria coordinated a surprise attack against Israeli forces in the Sinai Peninsula. Israel prime minister Golda Meir quickly mobilized troops, and Israeli forces pushed into Egypt. On October 22, there was a UN-negotiated cease-fire, and in 1974, an official disengagement agreement ended the conflict, but tensions remained.

ANSWERS

GEOGRAPHY CONNECTION

1. The Sinai Peninsula is strategically important because it connects Africa and the Middle East. Also, it includes the Suez Canal, which is important to

Authentically translated Spanish resources are available in print and digital. Digital Spanish resources include: Student eBook, Inquiry Journal, assessments, and closed captioning for videos. Printed Spanish resources include: Student Edition, Inquiry Journal, and Topic Tests and Lesson Quizzes.

HISTORIA DE ESTADOS UNIDOS

McGraw Hill

NOMBRE _____ FECHA _____ CURSO _____

Cuestionario de la lección 14–3

INSTRUCCIONES: Opción múltiple Marca la opción de respuesta que mejor completa el enunciado o responde la pregunta.

1. ¿Cómo combató principalmente la NAACP la segregación racial?
 - A. fomentando levantamientos violentos
 - B. estableciendo escuelas afroamericanas
 - C. amenazando a los dueños de negocios
 - D. demandando para derogar las leyes segregacionistas
2. La Segunda Guerra Mundial contribuyó al desarrollo del Movimiento por los Derechos Civiles
 - A. obligando al Gobierno federal a presionar a los estados para que abolieran la segregación.
 - B. animando a los veteranos que habían combatido en el extranjero por la democracia a luchar por sus propios derechos.
 - C. movilizando a los trabajadores que querían recibir la misma paga que habían tenido durante la guerra.
 - D. promoviendo la segregación y la violencia por motivos raciales.
3. El senador de Virginia Harry F. Byrd reaccionó a la iniciativa de abolir la segregación escolar
 - A. alentando la "resistencia colectiva".
 - B. promoviendo una implementación gradual.
 - C. apoyando la implementación inmediata.
 - D. desalentando los actos de violencia.
4. En el caso de *Brown contra la Junta de Educación de Topeka* de 1954 la Corte Suprema de Estados Unidos falló en favor de la derogación de la práctica de
 - A. separar las escuelas públicas.
 - B. contratar solamente a maestros blancos.
 - C. separar los autobuses escolares.
 - D. introducir medidas en favor de las minorías en las matriculas escolares.
5. El Congreso aprobó la Ley de Derechos Civiles de 1957 principalmente para
 - A. castigar a los estados sureños.
 - B. apaciguar a los líderes de los derechos civiles.
 - C. salvaguardar los derechos electorales de los afroamericanos.
 - D. provocar a los senadores sureños.
6. ¿Por qué supusieron las sentadas un cambio de táctica en el Movimiento por los Derechos Civiles?
 - A. Los participantes rechazaban la filosofía de la no violencia.
 - B. Las sentadas representaban una aceleración de las iniciativas por erradicar la segregación.
 - C. Los participantes recibían primero la aprobación de los dueños de los negocios blancos antes de realizar las sentadas.
 - D. Las sentadas fueron dirigidas mayoritariamente por líderes del Movimiento por los Derechos Civiles.

INSTRUCCIONES: Respuesta corta Responde las preguntas en 1 a 2 párrafos en una hoja de papel aparte.

7. Explica la razón por la que el presidente Eisenhower envió soldados federales a Little Rock, Arkansas. Luego, describe la manera como este suceso y la aprobación de Ley de Derechos Civiles de 1957 combataron la resistencia sureña.
8. Describe la manera como el boicot de autobuses de Montgomery, las sentadas de protesta y los Viajeros de la Libertad desafiaron la segregación racial en lugares públicos.

El Movimiento por los Derechos Civiles

Assess Your Way

Formative and summative assessments help you track progress and address individual student and whole-class needs. Assessment options include:

- Preassessment
- Student Edition Lesson Activities
- *SmartBook* Adaptive Learning
- Self-Check Lesson Quizzes
- Lesson Quizzes 2–7
- Topic Tests, Forms A and B
- Hands-On Topic Project

The collage shows various digital assessment tools. At the top left is a 'Topic 14 Preassessment' form with multiple-choice questions about the Civil Rights Movement. To its right is a page titled 'Student Instructions for the Hands-On Topic Project The Civil Rights Movement', which includes a 'Project Question' and a 'Project Summary' section. Below these are two tablets. The tablet on the left displays 'Topic 14 Test Form A The Civil Rights Movement' with a map of the Southern United States showing the percentage change of African Americans registered to vote in various states. The tablet on the right shows a 'United States History' digital test bank interface with a list of 12 questions for Topic 14.

Topic 14 Preassessment

DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or the question.

- The court case *Brown v. Board of Education of Topeka* ruled that
 - segregated public schools were unconstitutional.
 - excluding African Americans from juries was unconstitutional.
 - the "separate but equal" doctrine was constitutional.
 - Congress could ban discrimination in public facilities.
- What group, established in 1909, pushed for African American civil rights by using the court system?
 - CORE
 - AFL-CIO
 - SNCC
 - NAACP
- Civil rights activist Rosa Parks is known for
 - organizing the March on Washington.
 - helping pass the Civil Rights Act.
 - refusing to give up her seat on a segregated bus.
 - organizing the Freedom Riders.

Student Instructions for the Hands-On Topic Project The Civil Rights Movement

Desegregation's Unintended Consequences

Project Question

- What were the experiences of African Americans after segregation ended?

Project Summary

Think about segregation in the United States and the goal of the civil rights movement. Using primary and secondary sources, you will examine the effects of the Civil Rights Act of 1964. In particular, you will analyze the positive changes and the unintended consequences that desegregation had on businesses owned by African Americans. You will work collaboratively in a group to write a research report that evaluates the intentional and unintentional effects of ending segregation.

Groups will be responsible for creating a task list and dividing tasks among members. Arrange for tasks to be completed based on your group members' strengths or unique talents. Every member will have a task and participate in the creation of the research report.

The research report will include data that show how desegregation affected businesses owned by African Americans in the 1960s and 1970s. The report will also include anecdotes from experts to show how the end of segregation affected them. Deliver your research report to the class.

Topic 14 Test Form A The Civil Rights Movement

Question 9 of 20

Read the passage and answer the following question.

Percentage Change of Southern African Americans Registered to Vote

Percentage Change of Southern African Americans Registered to Vote

State	Percentage Change
Arkansas	60%
Mississippi	47%
Louisiana	37%
Alabama	33%
Georgia	27%
South Carolina	25%

Which trend is indicated on this map? Select all that apply.

☐ A) The Voting Rights Act had a minimal impact on voter registration in the South.

United States History

Assessments

Assessment Banks Question Banks Passage Banks

Questions > Topic 14 The Civil Rights Movement

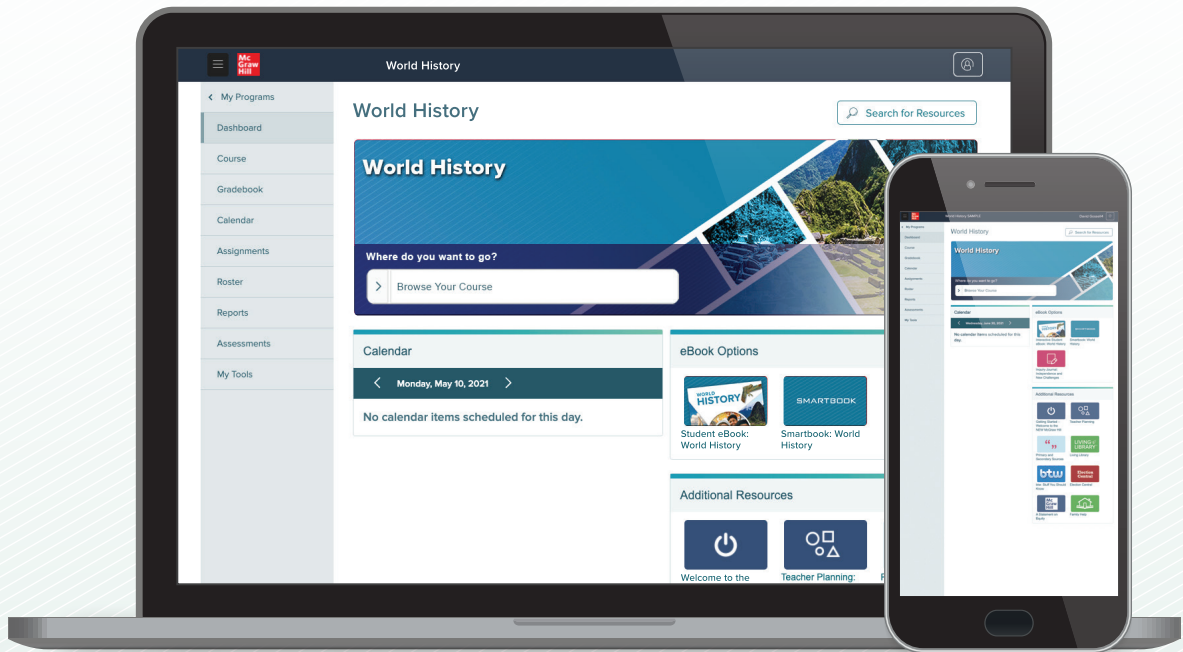
+ New Question

#	Title
61	Which three of the following are acts of civil disobedience? Select all that apply.
62	Select all that apply. The Supreme Court ruling in <i>Brown v. Board of Education of Topeka</i> stated that seg...
63	Which trend is indicated on this map? Select all that apply.
64	Which inference can be made based on the information in this map? Select all that apply.
65	Select all that apply. Key elements to the success of the civil rights movement of the 1960s included
66	Which two of the following ideals did the Black Panthers support? Select all that apply.
67	In which two ways did Malcolm X's ideas differ from those of Dr. Martin Luther King, Jr.? Select all that apply.
68	What was the purpose of Dr. Martin Luther King, Jr.'s campaign in Chicago? Select all that apply.
69	Select all that apply. An antidiscrimination program of the civil rights movement that has been repeatedly ...
70	Answer the following question in 1–2 paragraphs. What made the Montgomery Bus Boycott a significant e...
71	Answer the following question in 1–2 paragraphs. Why might the television coverage of the attacks during...
72	Answer the following question in 1–2 paragraphs. Describe three meanings that the term "black power" h...

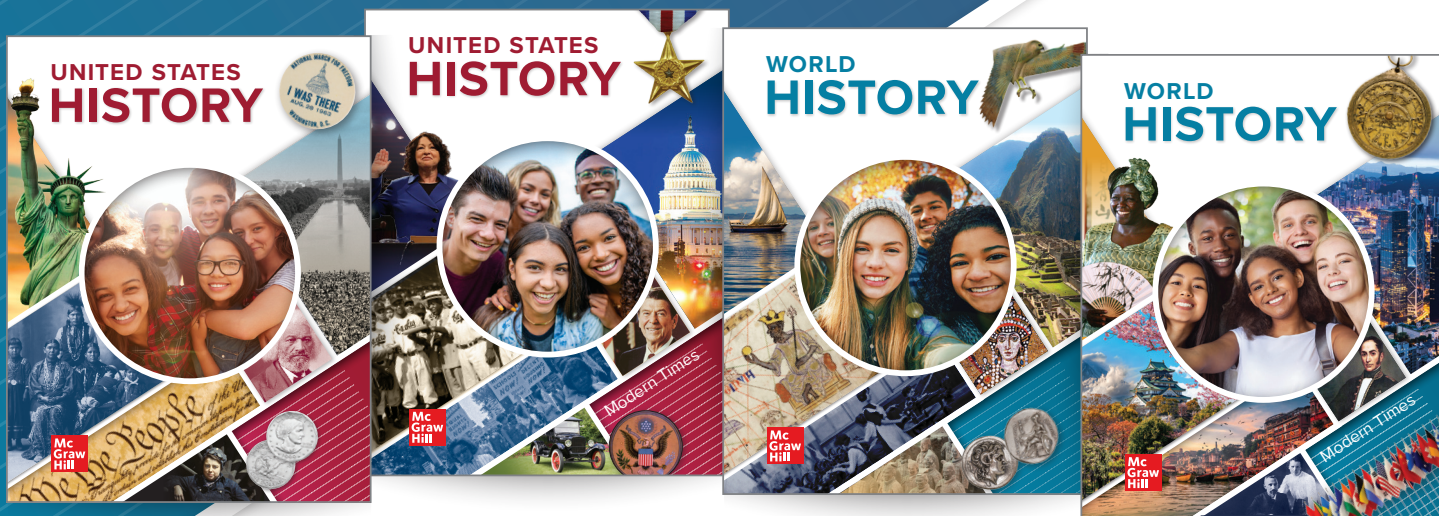
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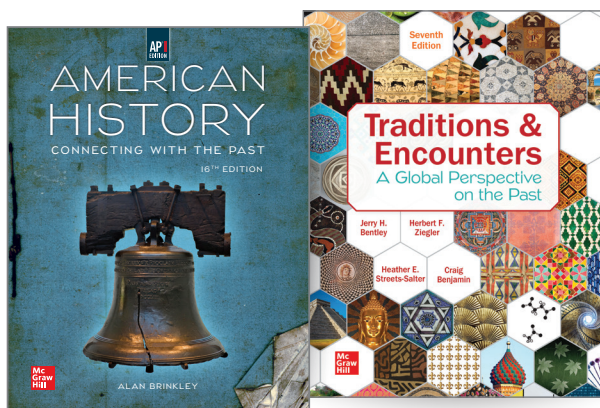
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