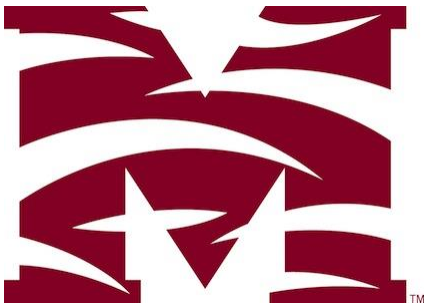


Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

### Week 22



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

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(Parent Signature)

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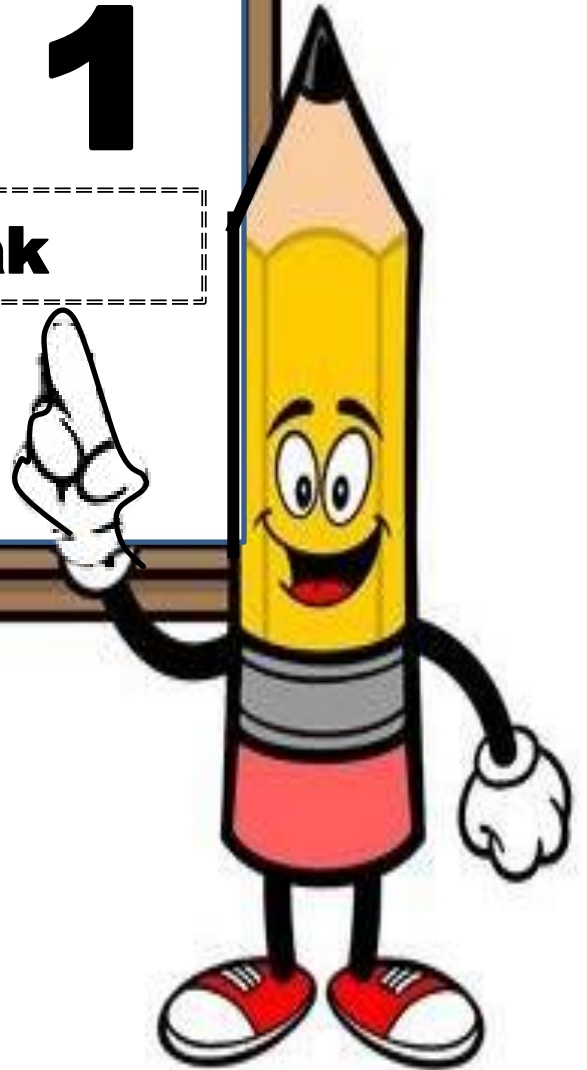
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.





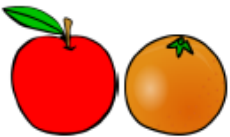


# Day # 1

**February Break**



Read the descriptions below. Use them to help answer the rest of the week's questions.

# Informational Text Structures

| <b>Description</b>  | <b>Problem and Solution</b>  | <b>Compare and Contrast</b>  | <b>Cause and Effect</b>   | <b>Sequence</b>   |
|---|--|--|---|---|
|                      |                         |   |    |                  |
| <p><b>Signal Words:</b><br/>such as, for instance, in addition, also, specifically</p>                | <p><b>Signal Words:</b><br/>problem, issue, since, as a result, solution, idea, so, leads to, causes</p> | <p><b>Signal Words:</b><br/>similar, same, alike, both, as well as, unlike, as opposed to, on the other hand, in contrast, instead</p> | <p><b>Signal Words:</b><br/>since, because, if, due to, as a result of, causes, leads to, consequently, then, therefore</p> | <p><b>Signal Words:</b><br/>first, second, third, then, next, before, after, finally, following</p> |
| <p><b>Tips:</b><br/>Ask yourself: what specific person, place, thing, or idea is being described?</p> | <p><b>Tips:</b><br/>Ask yourself: what is the problem and what is the solution?</p>                      | <p><b>Tips:</b><br/>Ask yourself: what is being compared?</p>  | <p><b>Tips:</b><br/>Ask yourself: what happened and why did it happen?</p>  | <p><b>Tips:</b><br/>Ask yourself: Is this event taking place over time?</p>                         |
| <p>Look for a topic word or phrase and for synonyms.</p>  | <p>Look for the problem first and then the solution.</p>   | <p>How are they the same? How are they different?</p>  | <p>Remember, you are looking for a cause, not a solution.</p>   | <p>Look for steps or references to time such as dates.</p>  |

Name: \_\_\_\_\_  
BCCS-B

Week 22 Day 1 Date: \_\_\_\_\_  
Hampton Howard Morehouse

How does the author organize this sentence?

I ran back inside to grab my raincoat because I saw the dark clouds and heard thunder.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

The bouquet of roses was prettier than the bouquet of daisies.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Wash your hands before you bake the cookies.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Please take the dog for a walk after he eats.

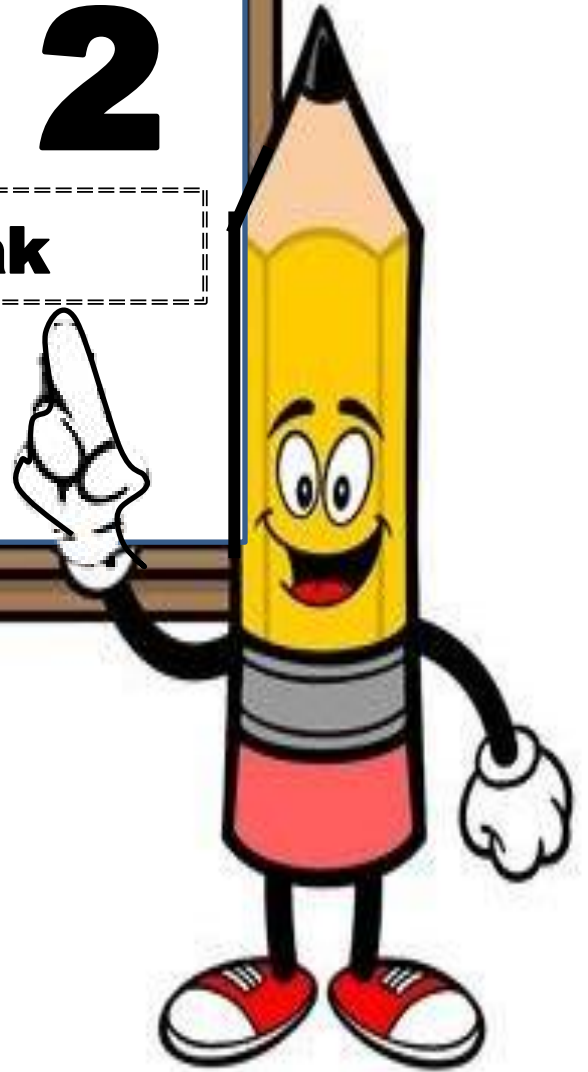
- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence





# Day # 2

**February Break**



Name: \_\_\_\_\_  
BCCS-B

Week 22 Day 2 Date: \_\_\_\_\_  
Hampton Howard Morehouse

How does the author organize this sentence?

It took longer to drive to Disney than it did to get to Bush Gardens.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

The cake burned when I forgot to set the timer.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Science, Social Studies, Math, and Literacy are all important subjects we learn about at school.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Going back in the passage to find the answer helped me pass the test.

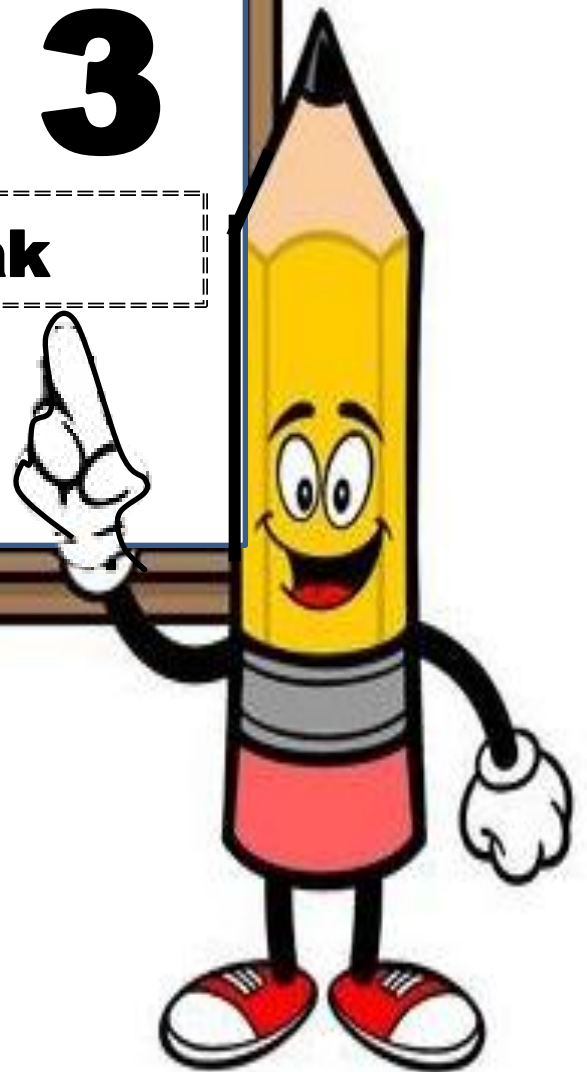
- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence





# Day # 3

**February Break**



Name: \_\_\_\_\_  
BCCS-B

Week 22 Day 3 Date: \_\_\_\_\_  
Hampton Howard Morehouse

How does the author organize this sentence?

First we should ride the roller coaster, then we can eat the cotton candy.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Brush your teeth at least twice a day, when you wake up and before going to bed.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

The garden veggie pizza is tastier than the pepperoni.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

My parents treated me to dinner at my favorite restaurant when they saw my report card.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence

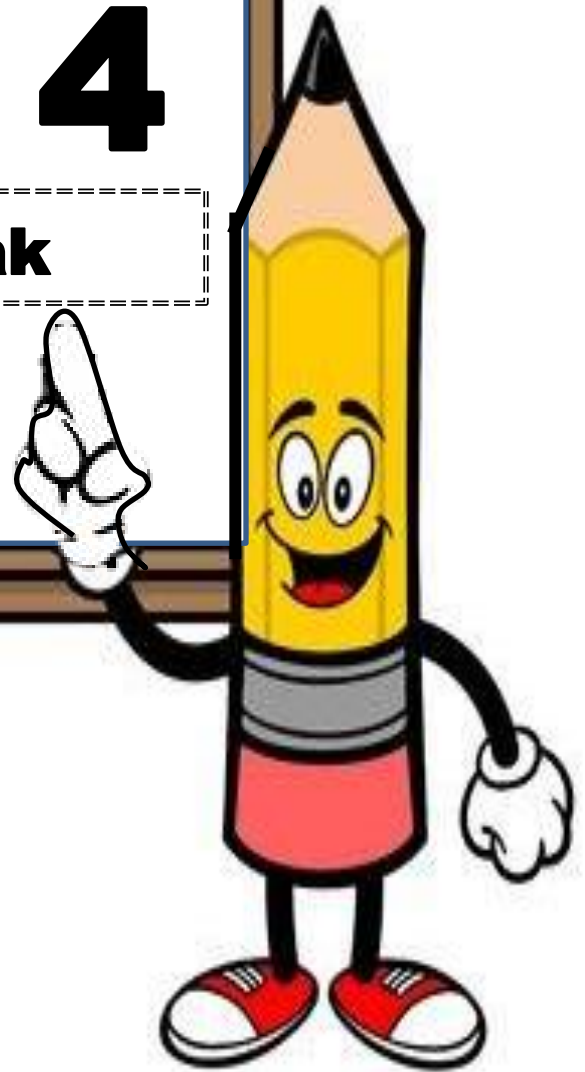






# Day # 4

**February Break**



Name: \_\_\_\_\_  
BCCS-B

Week 22 Day 4 Date: \_\_\_\_\_  
Hampton Howard Morehouse

How does the author organize this sentence?

Spiderman got his powers due to a spider bite.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

My brother is in time out for cutting his hair at preschool.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Mammals, fish, and birds all have endoskeletons, but insects have exoskeletons.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Both flowering and non-flowering plants provide oxygen to their environment.

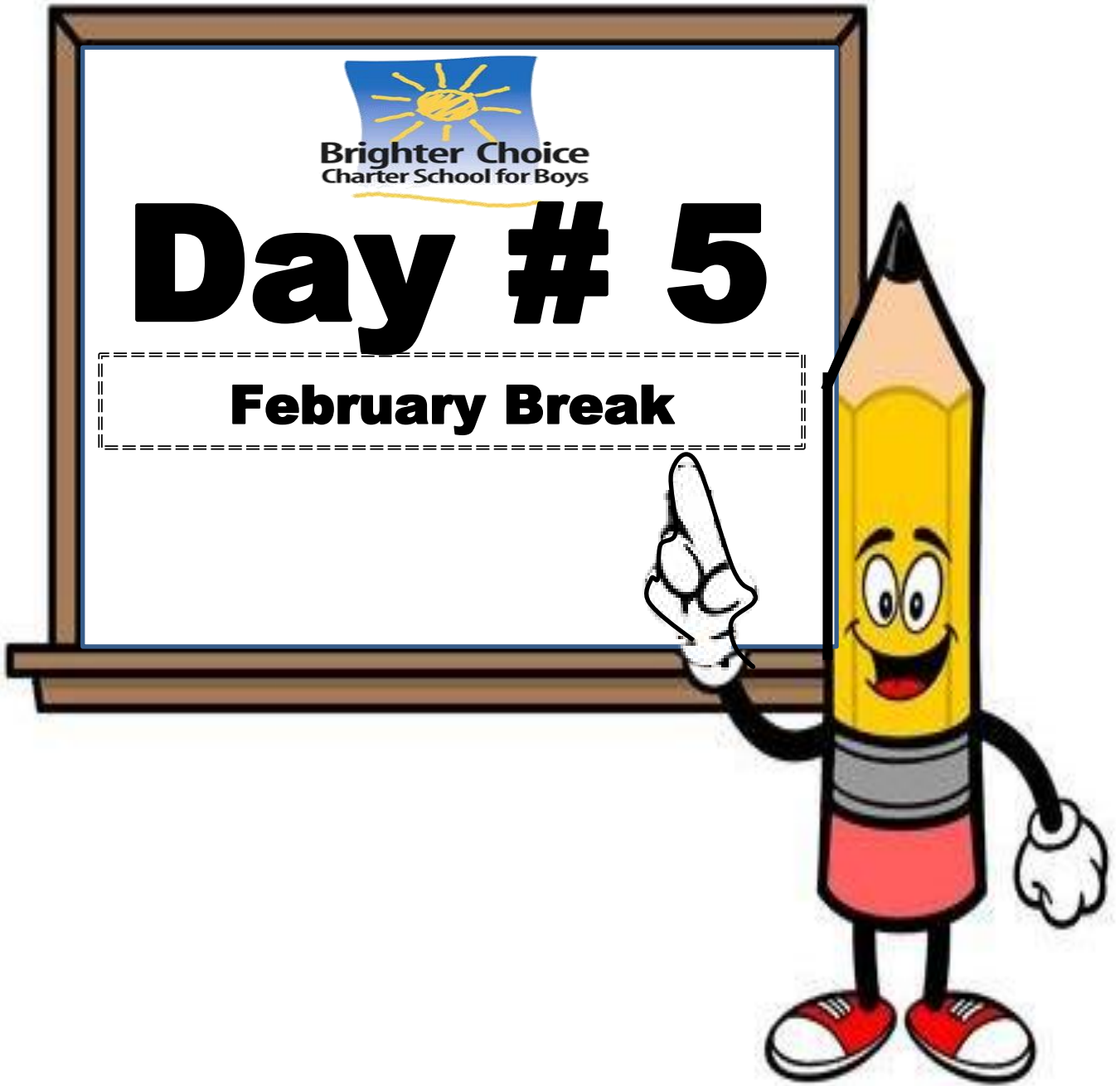
- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence





**Day # 5**

**February Break**



How does the author organize this sentence?

Animals that migrate move in the fall, before the harsh weather conditions of winter.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Spring break is our third vacation week of the school year, after Thanksgiving and Winter break, but before summer vacation.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence



How does the author organize this sentence?

Animals that migrate move in the fall, before the harsh weather conditions of winter.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence

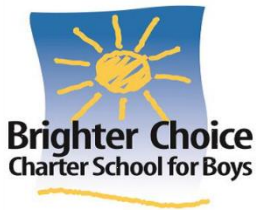


How does the author organize this sentence?

Spring break is our third vacation week of the school year, after Thanksgiving and Winter break, but before summer vacation.

- A. Compare and Contrast
- B. Cause and Effect
- C. Sequence

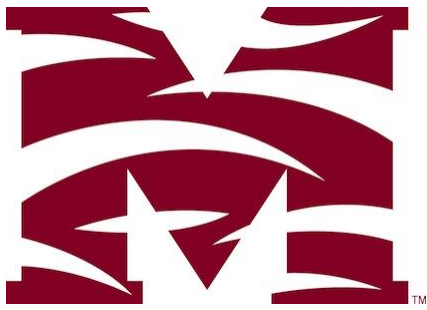




Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

### Week 23



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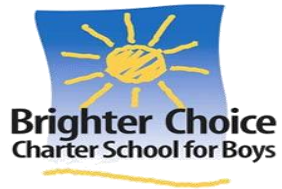
Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

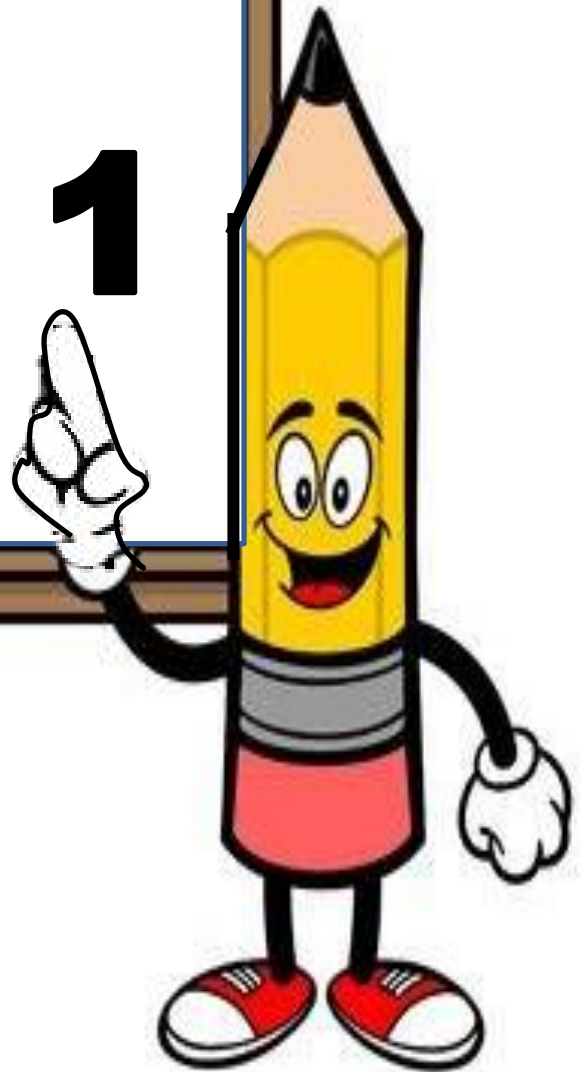
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

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**Day # 1**



Name: \_\_\_\_\_

Week 23 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 23 Day 1 Notes, Black History Month

### Do Now

What do you know about the Civil Rights in the United States?

I know that the Civil Rights movement


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|                             |   |
|-----------------------------|---|
| <b>Standard</b>             | <b>RI.4.3</b><br>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| <b>LEQ</b>                  | Why is it important to understand the cause and effect of specific events in history?   |
| <b>Objective</b>            | I can determine the reasons that led to Civil Rights Movement.  |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)   |

**Input: Notes on Content/Vocabulary/Anchor Chart**

|  |  |
|--|--|
| <h2 style="text-align: center;">Historical Text</h2>   |  |
| <p><b>Historical texts</b> tell about events that happened in the past or long ago. Readers and writers explain these events by describing <b>what</b> happened, <b>why</b> it happened, and how those events led to new events.</p> |  |
| <p><b>Look for:</b><br/> time lines, maps, places, dates,<br/> big historical events, journal entries<br/> events, concepts, sequence, time, order,<br/> cause/effect</p>  |  |

|                              |  |
|------------------------------|--|
| <b>racism</b>                | Prejudice, _____, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group.         |
| <b>Jim Crow Laws</b>         | Collection of state and local laws that legalized _____ and unfair treatment towards African Americans.  |
| <b>Civil Rights Movement</b> | The struggle for social _____ that took place during the 1950s and 1960s for Black Americans to gain equal _____ under the law in the United States. |

**CFU:** Skill Activity: Analysis of events in Historical Texts

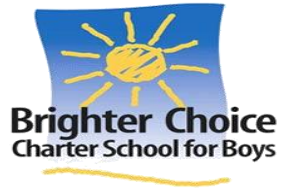
**Application:** 3 Reads of Text: *Reasons and Causes of the Civil Rights Movement*  
Part 1



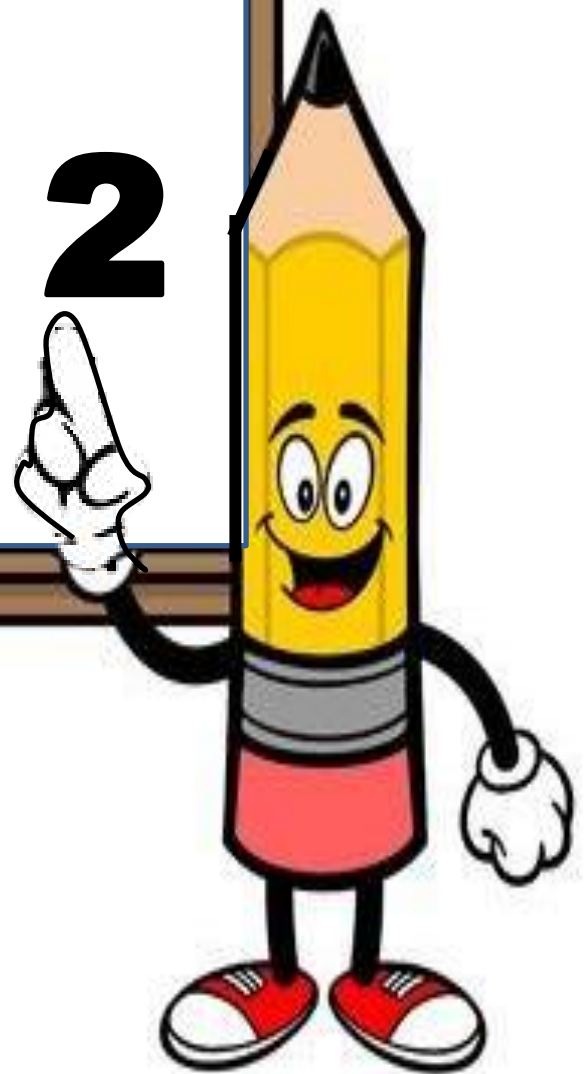
|               |                   |
|---------------|-------------------|
| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

## **Reasons and Causes of the Civil Rights Movement Part 1**

1. To understand the Civil Rights Movement of the 1950s and 60s, one first needs to understand what racism is. A person also needs to be familiar with the events that led up to this important movement. Racism is the belief that the physical characteristics of a person or group determine their value. This belief causes one group to consider themselves superior to the other group. Racism has been around in the United States throughout its history. The first recorded events of racism in America began with Christopher Columbus and his men. Once they had landed in America in 1492 and met the Native Americans, they began to take advantage of them. Columbus even captured some of them to bring back to Europe.
2. From that time on, racism continued in America. During the 1700s, African men and women were taken against their will across the ocean to America. These African people were forced into a life of slavery. At this time in history, plantation owners of the South needed workers to help with their large farms. The Africans met this need by being required to work for free. They were not considered human. Instead, they were thought of as possessions to be bought and sold.
3. This unfair treatment of slavery went on in America until the Civil War occurred between the northern and southern states. In 1865, the states in the north won the war. Slavery was no longer allowed, it came to an end. Laws were added to the U.S. Constitution that guaranteed rights to the freed slaves. Unfortunately, despite slavery ending and the new laws, racism continued in the South.
4. Around 1877, the Southern states began to pass their own laws that were called the Jim Crow laws. The name of Jim Crow comes from a fictional character that was popular in America during the 1800s. The character was played by a white person. This person would blacken his face, danced a ridiculous jig, and act uneducated and poor. These laws named after this character were very unfair. They kept African Americans unequal to white people and caused racial segregation. Segregation means to separate, and the southern states began to separate the whites from the African Americans. These Jim Crow laws took away freedoms and opportunities from the African Americans.



# Day # 2



Name: \_\_\_\_\_

Week 23 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 23 Day 2 Notes, Black History Month

### Do Now

What was the Civil Rights Movement?


The Civil Rights movement was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|                             |   |
|-----------------------------|---|
| <b>Standard</b>             | <b>RI.4.3</b><br>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| <b>LEQ</b>                  | Why is it important to understand the cause and effect of specific events in history?   |
| <b>Objective</b>            | I can determine the reasons that led to Civil Rights Movement.  |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)   |

**Input: Notes on Content/Vocabulary/Anchor Chart**

|  |  |
|--|--|
| <h2 style="text-align: center;">Historical Text</h2>   |  |
| <p><b>Historical texts</b> tell about events that happened in the past or long ago. Readers and writers explain these events by describing <b>what</b> happened, <b>why</b> it happened, and how those events led to new events.</p> |  |
| <p><b>Look for:</b><br/> time lines, maps, places, dates,<br/> big historical events, journal entries<br/> events, concepts, sequence, time, order,<br/> cause/effect</p>  |  |

|                              |  |
|------------------------------|--|
| <b>racism</b>                | Prejudice, _____, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group.         |
| <b>Jim Crow Laws</b>         | Collection of state and local laws that legalized _____ and unfair treatment towards African Americans.  |
| <b>Civil Rights Movement</b> | The struggle for social _____ that took place during the 1950s and 1960s for Black Americans to gain equal _____ under the law in the United States. |

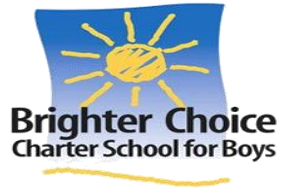
**CFU:** Skill Activity: Analysis of events in Historical Texts

**Application:** 3 Reads of Text: *Reasons and Causes of the Civil Rights Movement*  
Part 2

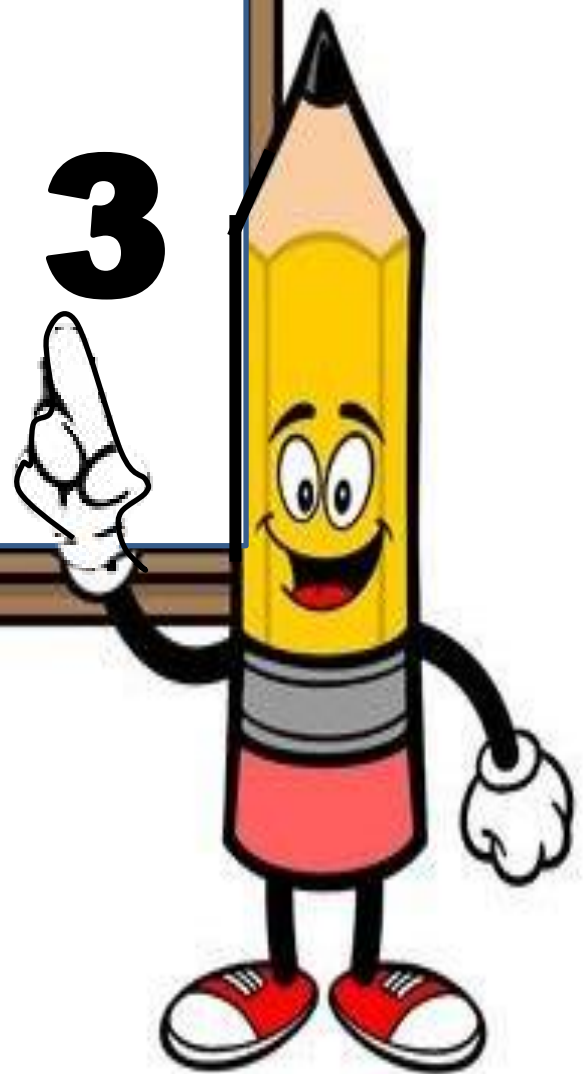
|               |                   |
|---------------|-------------------|
| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

## Reasons and Causes of the Civil Rights Movement Part 2

1. The Jim Crow laws were responsible for separate public services in almost every area of the South. The African Americans had separate schools and separate seats in a theater. They weren't allowed to use the same water fountains, restrooms, parks, and swimming pools with white people. Public transportation of buses and trolleys allowed both races to ride. However, the African Americans were required to sit in the back. They were also required to give up their seats to white people when asked. Signs were hung everywhere in the South that made these conditions even more humiliating. The signs would say "whites only" for the areas that were separated for the white people. There were also signs that said, "Coloreds only" for the separated areas for African Americans. In order to keep African Americans from voting, some states passed poll taxes. A voter had to pay a tax to vote. Sadly, poor African Americans and poor white people could not afford to pay the tax. A reading test was also required to be taken and passed before an African American could vote. However, whites were not required to take this test.
2. In 1892, a man named Homer Plessy challenged the Jim Crow laws. He did this by boarding a train in Louisiana and sitting in the whites-only section. He was born 1/8<sup>th</sup> black and 7/8<sup>th</sup> white. Despite this fact, the law did not consider Plessy a white man and therefore he was arrested. Plessy took his case to the Supreme Court in 1896 but lost the case. The court claimed that segregation was legal as long as both African Americans and whites had equal services. The court went on to say that separate sections were not against the law. This court decision became known as the "separate but equal" principle. It was enforced by the Jim Crow laws. The real truth was that "separate" did not mean equal, and African Americans were treated inferior to the whites.
3. It would be decades after Homer Plessy lost his case with the Supreme Court before segregation would end. This happened during a historical time in the 1950s and 60s called the Civil Rights Movement. During this time, brave men and women like Martin Luther King and Rosa Parks stood up for fair treatment of all people. This movement brought in changes that would improve the lives of many African Americans and end the segregation laws. The racism that caused decades of unfair treatment still exists. However, the Civil Rights Movement helped to take away some of the damage racism had caused.



# Day # 3



Name: \_\_\_\_\_

Week 23 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 23 Day 3 Notes, Black History Month

### Do Now

What was unfair and wrong about the Jim Crow Laws?

The Jim Crow Laws were wrong and unfair because


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|                             |   |
|-----------------------------|---|
| <b>Standard</b>             | <b>RI.4.3</b><br>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| <b>LEQ</b>                  | Why is it important to understand the cause and effect of specific events in history?   |
| <b>Objective</b>            | I can determine the reasons that led Young People to take part in the Civil Rights Movement.  |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)   |

**Input: Notes on Content/Vocabulary/Anchor Chart**

|  |
|--|
| <h2 style="text-align: center;">Historical Text</h2> <p><b>Historical texts</b> tell about events that happened in the past or long ago. Readers and writers explain these events by describing <b>what</b> happened, <b>why</b> it happened, and how those events led to new events.</p> <p><b>Look for:</b><br/> time lines, maps, places, dates,<br/> big historical events, journal entries<br/> events, concepts, sequence, time, order,<br/> cause/effect</p>  |
|--|

|                              |  |
|------------------------------|--|
| <b>Civil Rights Movement</b> | The struggle for social _____ that took place during the 1950s and 1960s for Black Americans to gain equal _____ under the law in the United States. |
| <b>Segregation</b>           | The action or state of _____ people based upon their race.   |
| <b>De-segregate</b>          | The ending of _____.   |
| <b>Ruby Bridges</b>          | Six year old child who became the 1 <sup>st</sup> African American student to _____ an elementary school in the South.                               |
| <b>Barbara Johns</b>         | As a 16 year old she led a strike to protest the _____ conditions of her high school in Prince Edward, Virginia.                                     |

**CFU:** Skill Activity: Analysis of events in Historical Texts

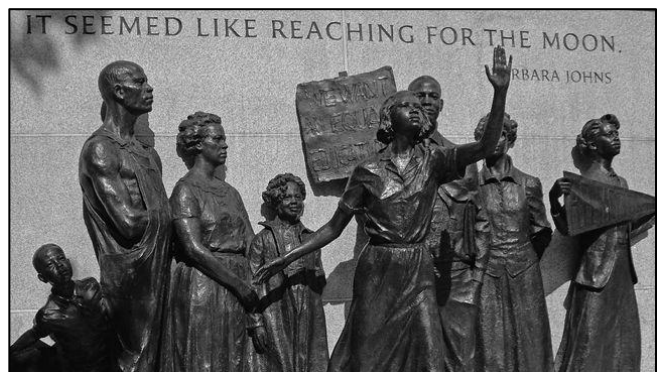
**Application:** 3 Reads of Text: *The Young People of the Civil Rights Movement*



|               |                   |
|---------------|-------------------|
| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

## The Young People of the Civil Rights Movement

1. What do Ruby Bridges, Barbara Johns, and “The Little Rock Nine” have in common? They were young African American children and youth who played an important role during the Civil Rights Movement. When people think of the Civil Rights Movement, they usually think of leaders like Martin Luther King Jr. and Rosa Parks. Few people realize that children also helped prepare the way for these great leaders.
2. Barbara Johns was a 16-year-old junior at Morton High School in Farmville, Virginia, in 1951. Barbara had been upset by the unfair conditions of her school, compared to the whites-only school in the same town. Her high school had no cafeteria, no science equipment, and the buses were in poor condition. As if conditions were not bad enough, the school was overcrowded. The county government kept making promises to fix the school. However, instead of keeping their promises, they built tar-paper shacks to serve as temporary classrooms. The tar-paper shacks were difficult to keep warm in the winter. They leaked when it rained. It looked like the promise of a new school wasn’t going to happen. Barbara began to share with her teacher the frustrations she felt about the school’s conditions. Her teacher responded to her with a question, “Why don’t you do something about it?” This question burned down deep into Barbara. For months she kept thinking about the answer to that question. Finally, several months later, Barbara had her answer.
3. One particular day in school, students knew something unusual was happening. An assembly that was not on the regular schedule was announced. Barbara and some friends had sent a phony telephone call to the principal. They tricked the principal into leaving the school. His absence allowed Barbara to deliver a speech to her classmates. She talked about the unequal conditions between the African American schools and white schools. She encouraged them to join her on a march to the courthouse, and surprisingly, everyone agreed. The event got the attention of the NAACP. The NAACP was an organization that fought for

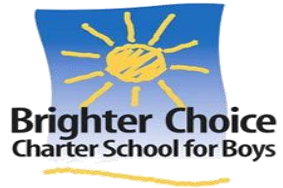


African Americans' rights. By Barbara Johns courageously holding an assembly, she helped to bring attention to the Civil Rights Movement.

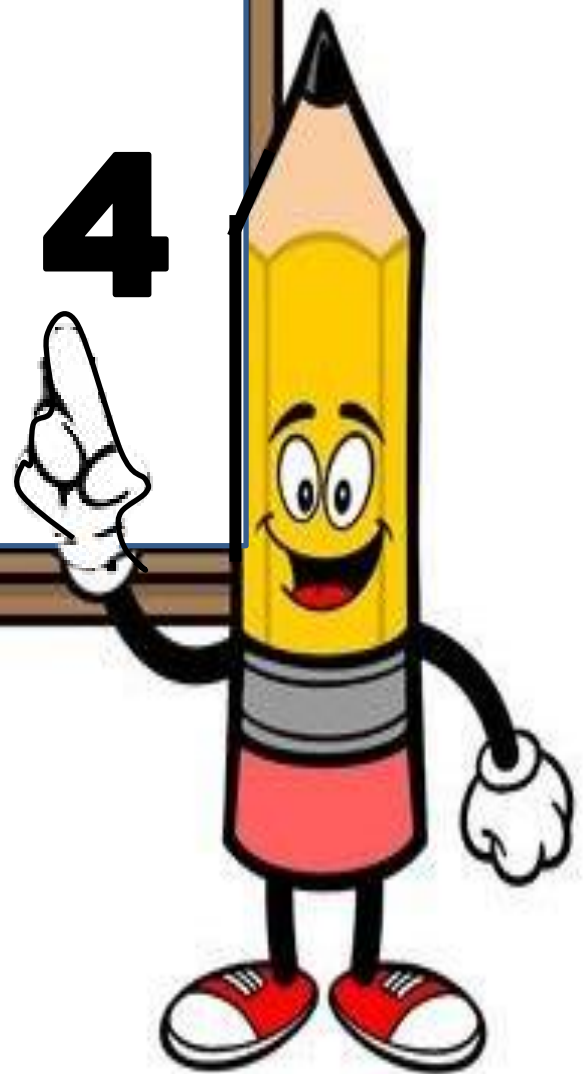
4. Barbara Johns and her classmates were not the only young people to stand up for equality in education. In 1957, a group of nine African American students known today as "The Little Rock Nine" also joined the cause. The nine African American youth attempted to attend the all-white school in Little Rock, Arkansas, on September 4, 1957. The governor of this state sent armed guards to keep the students out. The president of the United States was told of the state's refusal to desegregate. He ordered them to allow "The Little Rock Nine" to attend the school. Despite the danger, nineteen days later, these brave students were escorted into the school and helped to eliminate segregation.
5. Another brave young person that contributed to the Civil Rights Movement was a 6-year-old little girl named, Ruby Bridges. Ruby was the first African American in New Orleans, Louisiana to attend an all-white school in 1960. It is hard to imagine what it must have been like for a 6-year-old to attend a school as the only black child. When the day came, Ruby saw a huge crowd that had gathered outside her school. At the time, she didn't realize they were there because of her. The crowd was throwing things and shouting. Despite the frightening situation, Ruby walked into the school bravely. The seriousness of her safety was so great that four federal marshals escorted Ruby that day.



6. The first day she attended the all-white school, she was in a classroom with the only white teacher, who was willing to teach her. The white parents kept their children home that day from school, and most of them continued to do this for the entire year. Ruby continued to show up each day to school, escorted by federal marshals. The event was difficult for Ruby and her family. However, they persevered and eventually, the white people began to send their children back to school.



**Day # 4**



Name: \_\_\_\_\_

Week 23 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 23 Day 4 Notes, Black History Month

### Do Now

How would you describe Ruby Bridges and why?

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|                             |   |
|-----------------------------|---|
| <b>Standard</b>             | <b>RI.4.3</b><br>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| <b>LEQ</b>                  | Why is it important to understand the cause and effect of specific events in history?   |
| <b>Objective</b>            | I can determine the impacts of Civil Rights Events.   |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)   |

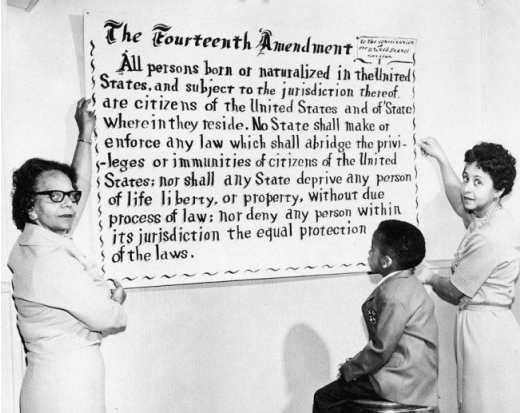
**Input: Notes on Content/Vocabulary/Anchor Chart**

## Historical Text

**Historical texts** tell about events that happened in the past or long ago. Readers and writers explain these events by describing **what** happened, **why** it happened, and how those events led to new events.

**Look for:**  
 time lines, maps, places, dates,  
 big historical events, journal entries  
 events, concepts, sequence, time, order,  
 cause/effect



|   |  |  |
|---|--|--|
| <p><b>Civil Rights Movement</b></p>     | <p>The struggle for social _____ that took place during the 1950s and 1960s for Black Americans to gain equal _____ under the law in the United States.</p>  |  |
| <p><b>Segregation</b></p>               | <p>The action or state of _____ people based upon their race.</p>  |  |
| <p><b>14<sup>th</sup> Amendment</b></p> | <p>Sylvia N. Thompson, her daughter, Addie Jean Haynes and Addie’s ten year old son Bryan Haynes holding up a poster-sized copy of the 14<sup>th</sup> Amendment at the NAACP Portland office in 1964.</p> |  |

**CFU:** Skill Activity: Analysis of events in Historical Texts

**Application:** 3 Reads of Text: *Brown v. Board of Education*

|               |                   |
|---------------|-------------------|
| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

### **Brown v. Board of Education**

On May 17, 1954, the United States Supreme Court Justices voted unanimously to end segregation in public schools. It was the landmark case known as Brown v. the Board of Education.

In 1951, in the case that would make history, a man by the name of Oliver Brown filed a lawsuit against the Board of Education of Topeka, Kansas, because his daughter, Linda Brown was denied entrance to Topeka’s all-white elementary schools. In his lawsuit, Mr. Brown stated that schools for black children were not equal to those for white children. Furthermore, Mr. Brown alleged the school system was violating the 14th Amendment for discriminating against African-American students. The 14<sup>th</sup> Amendment gives equal protection to all Americans and extends to the right of an equal education.

The attorney that argued the case for the plaintiff was Thurgood Marshall, the great-grandson of a slave. He had been representing cases for quite some time, focusing on the inequalities between black and white schools. He later worked to dismantle segregation all together. He argued that segregation was discriminatory and emotionally damaging.

In a milestone decision, the court ruled that separating children on the basis of race was unconstitutional.



Why was the court’s ruling seen as such a milestone in the history of our nation?

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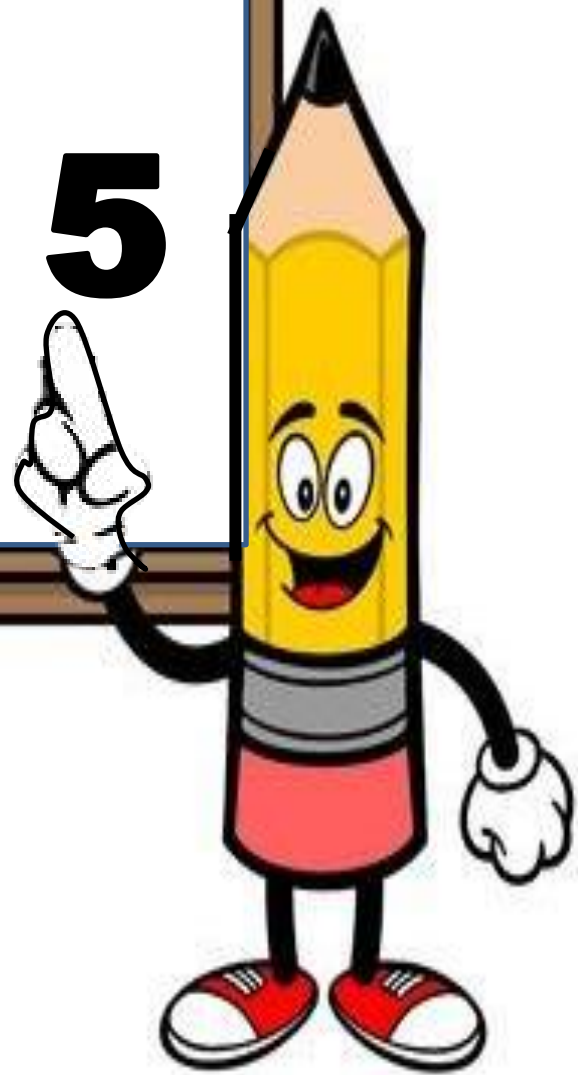
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**Day # 5**



Name: \_\_\_\_\_

Week 23 Day 5 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 23 Day 5 Notes, Black History Month

### Do Now


What was the outcome of Brown v. Board of Education?

The outcome of Brown v. Board of Education was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

|                             |   |
|-----------------------------|---|
| <b>Standard</b>             | <b>RI.4.3</b><br>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| <b>LEQ</b>                  | Why is it important to understand the cause and effect of specific events in history?   |
| <b>Objective</b>            | I can determine the impacts of Civil Rights Events.   |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)   |



**Input: Notes on Content/Vocabulary/Anchor Chart**

|  |  |
|--|--|
| <h2 style="text-align: center;">Historical Text</h2>   |  |
| <p><b>Historical texts</b> tell about events that happened in the past or long ago. Readers and writers explain these events by describing <b>what</b> happened, <b>why</b> it happened, and how those events led to new events.</p> |  |
| <p><b>Look for:</b><br/> time lines, maps, places, dates,<br/> big historical events, journal entries<br/> events, concepts, sequence, time, order,<br/> cause/effect</p>  |  |

|                              |  |
|------------------------------|--|
| <b>Civil Rights Movement</b> | The struggle for social _____ that took place during the 1950s and 1960s for Black Americans to gain equal _____ under the law in the United States.   |
| <b>Segregation</b>           | The action or state of _____ people based upon their race.   |
| <b>NAACP</b>                 | National Association for the _____ of Colored People. The organization’s purpose is to ensure political, educational, social, and economic _____ of minority group citizens of the United States and eliminate racial prejudice. |

**CFU:** Skill Activity: Analysis of events in Historical Texts

**Application:** 3 Reads of Text: *The Bus Boycott*

|               |                   |
|---------------|-------------------|
| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

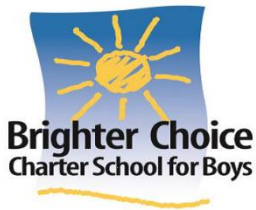
## **The Bus Boycott**

1. In the 1950s, the Civil Rights Movement supporters not only wanted schools to be desegregated but also public transportation. In 1955, in Montgomery, Alabama the main transportation for African Americans was public buses. Most African Americans could not afford cars, and therefore they rode buses to get to work. The bus companies, owned by white people, benefited from this situation financially. They collected bus fares from thirty to forty thousand African Americans daily.
2. Riding the bus as an African American was often a humiliating experience. The bus was divided into two parts. There was a whites-only section in the front of the bus and a section in the back for the African Americans. In the middle of both these sections was an area that was not designated for either race. If white people did not fill these seats, then the African Americans were allowed to sit in this section. However, if a white person entered when all the seats were full, African Americans were required to give up their seat. This unfair law was an insult to the African Americans and took away their dignity as human beings.
3. In 1955, courage was increasing among African Americans. This was because of the small victories they were seeing occur within the Civil Rights Movement. There are many examples of brave African Americans who refused to give up their seat. These courageous people were arrested for breaking the segregation laws. Unfortunately, most of these events went unnoticed by the public. This all changed on December 1, 1955, when an African American woman named Rosa Parks said "No!" to the bus driver. This time, her arrest did not go unnoticed. The unfair segregation laws were challenged by the bravery of one individual standing up for equal rights.
4. Rosa Parks was a 42-year-old seamstress, who was a supporter and secretary of the NAACP. The NAACP is an organization that supports the rights of African Americans. Rosa was ready to help the cause for desegregation on buses, and she got her chance on December 1, 1955. Rosa entered the bus like she did every day after work to go home. She sat in the middle section. On this historic day the bus filled up, and she was told by the bus driver to give up her seat for a white person. Rosa refused although she knew an arrest would follow. Going to jail was risky for an African American who challenged the segregation laws. This was because sometimes they were beaten. Although she was aware of the risks, this day she

didn't care. She was sick and tired of the unfair laws and even more tired of giving in to them. She stood her ground and was arrested and taken to jail.

5. The news spread quickly through the African American community. A boycott was organized within a day by Jo Ann Robinson, a local worker for the Civil Rights Movement. A boycott is a peaceful way to protest against an unfair situation. The supporters of the boycott agreed to not ride the buses until the companies changed their policies about segregation, no matter how long it took. This decision would be a peaceful way to protest without violence. The bus companies could not ignore this boycott because most of their customers were African Americans. This peaceful protest would have a huge financial effect on bus companies.
6. Up until this time, few people had heard of Martin Luther King Jr. The boycott inspired him to get involved. He encouraged people to make the boycott last more than one day. His involvement began his destiny as a Civil Rights Leader. Martin Luther King's involvement with the bus boycott put him and his family in danger. Many attempts were made to stop the boycott through threats. One night, during this time, King's house was bombed while his wife and children were home. No one was hurt, but the African American community was angered. Despite the danger to his family, King continued to tell the community to not respond in anger or violence. He explained to them that the way to destroy hate is with love. Another attempt to stop the boycott was done by arresting King. However, the African American community stayed strong and continued with the peaceful boycott.
7. It lasted a little more than a year until the bus companies finally gave up their segregation policy. On December 20, 1956, the Supreme Court ruled that bus segregation was against the law. Early the next morning, Martin Luther King Jr. and three others rode through Montgomery on the city's first desegregated bus. A major victory had occurred not only because the law was changed, but also because the country was becoming aware of the unfair laws in the South. Soon all segregation would end.

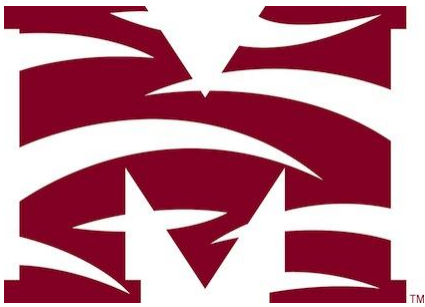




Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

### Week 24



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Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

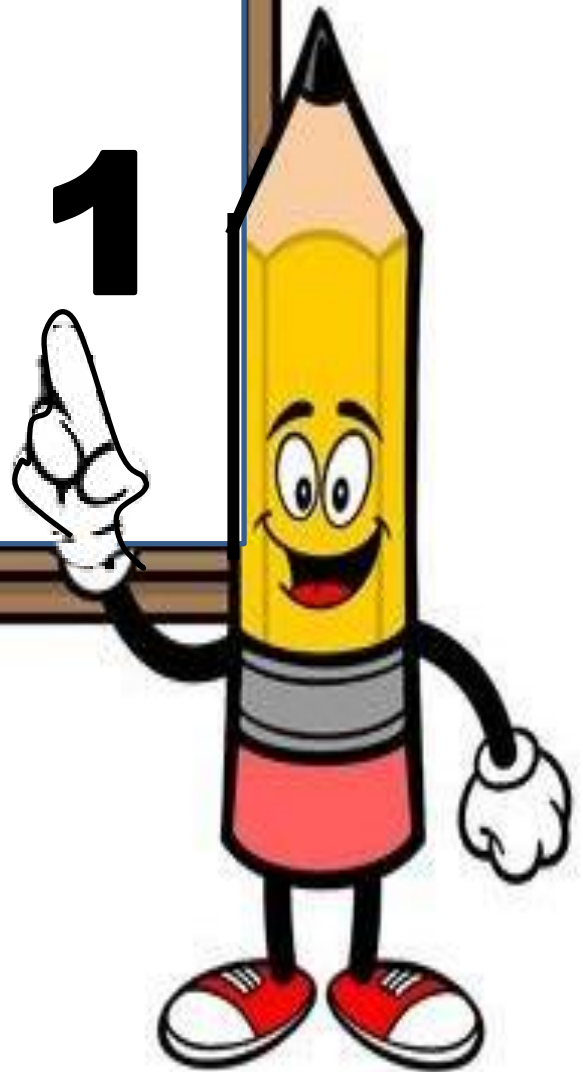
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic packets are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



**Day # 1**



Name: \_\_\_\_\_

Week 24 Day 1 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 24 Day 1 Notes, Black History Month

### Do Now

What have you learned about the Civil Rights Movement thus far?

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|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>RI.4.4</b><br>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| <b>LEQ</b>                  | How do I determine the meaning of unknown words and phrases to better understand a text?   |
| <b>Objective</b>            | I can use the context clues within a text to determine the meaning of unknown words and phrases.   |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

**Input: Notes on Content/Vocabulary/Anchor Chart**

# Context Clues

Context Clues are hints and clues the author gives you to help you define a word you don't know. They appear in the same sentence or in a nearby sentence. Be a detective to help you learn the meaning of unknown words!

## Types of Context Clues

|  |  |
|--|--|
| <h3 style="text-align: center;">Synonym</h3> <p>A word or group of words that has the same meaning as the unknown word can be found in the sentence or nearby.</p> <p><u>For example:</u><br/>Their <u>possessions</u> were scattered everywhere. Everything Elena owned sat broken around the house, evidence of the wind's damage.</p> | <h3 style="text-align: center;">Antonym</h3> <p>A word or group of words that has the opposite meaning of the unknown word can be found in the sentence or nearby.</p> <p><u>For example:</u><br/>She wanted a friend that was loyal to her, but Natalie had <u>betrayed</u> her and lost her trust.</p> |
| <h3 style="text-align: center;">Explanation</h3> <p>The unknown word is explained or defined within the sentence.</p> <p><u>For example:</u><br/>People began to <u>boycott</u> or refuse to ride the bus.</p>   | <h3 style="text-align: center;">Example</h3> <p>Specific examples in the sentence help define the term.</p> <p><u>For example:</u><br/>There are many types of <u>organisms</u> that live on planet earth such as humans, animals, plants, fungi, and even tiny microbes.</p>                            |

## Word Parts

There are clues in the unknown word such as prefixes, suffixes, or roots.

For Example:  
They needed someone to speak for them, to give voice to the injustice.

|                         |   |
|-------------------------|---|
| <b>sit-ins</b>          | Form of action that involved one or more people _____ an area for a protest and refusing to move unless expectations are met. |
| <b>peaceful protest</b> | Non-violent resistance or non-violent action to achieve goals such as social _____.   |

**CFU:** Skill Activity: Context Clues

**Application:** 3 Reads of Text: *Greensboro College Students*

|               |                   |
|---------------|-------------------|
| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

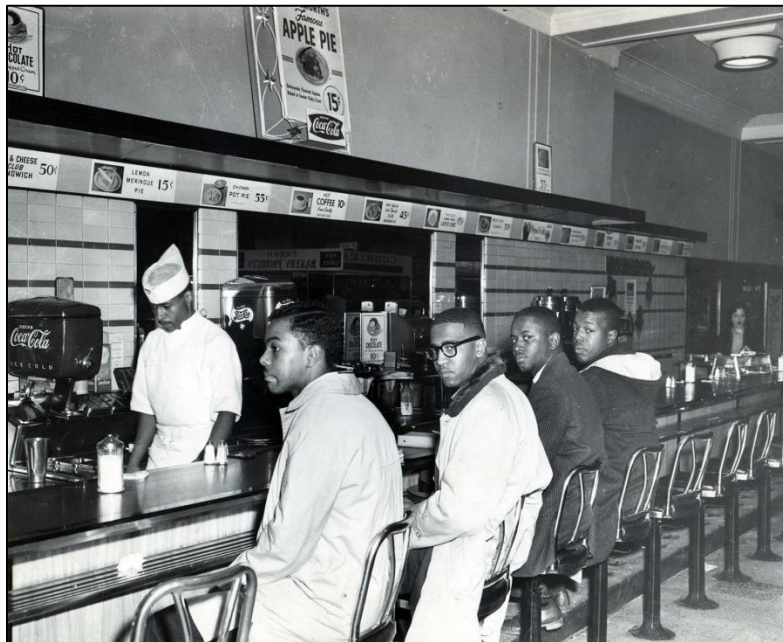
### **The Greensboro College Students**

1. The success of the bus boycott motivated other nonviolent protests, and the Civil Rights Movement gained momentum. The bus boycott had proven to the African American community that nonviolence was the best way for them to defeat the unfair laws. Dr. Martin Luther King Jr. became one of the main leaders of the movement after the boycott. He continued to encourage the people to use love, not hate, to win the battle. During this time, a group of African American college students had seen the success of the boycott and were ready to get involved.
2. Four young African American men from Greensboro College, in North Carolina, joined in the Civil Rights Movement. They chose to protest against segregation laws that would not allow them to sit down in a restaurant with white people. Blacks could buy products in the store or food at the lunch counter as long as they stood up. However, they were not allowed to sit on the stools and eat their lunch. Lunch counters did not have separate seating for African Americans like there was on the buses.
3. On Monday, February 1, 1960, these students planned a protest called a sit-in. This sit-in would take place at the whites-only lunch counter of a store called Woolworth's Department Store. The African American college students would sit down at the lunch counter and not leave until they were served food or arrested for breaking the unfair segregation law. The students followed Dr. King's advice and stayed peaceful and did not use violence. Their goal was the same as Barbara Johns, Rosa Parks, and so many other peaceful protesters. They wanted to bring attention to the unfair laws. The plan of the college students was successful.
4. The four young men entered the store on the afternoon of Monday, February 1st and sat down at the counter. Nobody would serve the four black students. The young men's decision to do this protest was a courageous act. This was because they knew they would probably be arrested and anger some people. They sat the entire afternoon until the store closed. They then stood up and announced that they would be back the next day.
5. The students went back to their college after the sit-in and were very excited. They shared about their day and recruited more students for the second day. On the second day, the



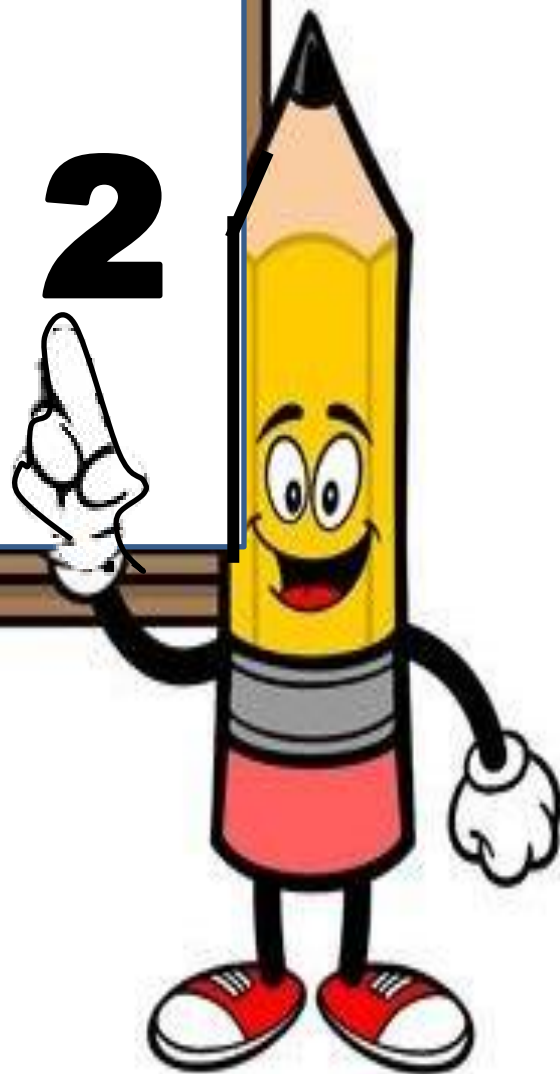
students sat quietly and patiently to be served. Most customers ignored them. However, the students did receive cursing, hitting, and shoving from some. It wasn't easy to stay peaceful and nonviolent. Despite the difficulty, they continued not to respond and stayed the entire day, until the store closed. That same day, newspaper reporters covered the story, and this was when the event became history.

6. News spread immediately among the college students and the community. Even some white students from nearby colleges joined the protest. Each day as the sit-in continued, more and more students joined in. It was reported that hundreds of students had participated by that Thursday. A few days after the sit-in began, students would take turns during the protest. They would arrange shifts around their college schedules in order to be able to attend classes.
7. News continued to spread just as the protesters had hoped. Two weeks later, more sit-ins started in other segregated areas of the South. In two months, there were at least fifty sit-ins. It wasn't long before sit-ins were being demonstrated everywhere. The original sit-in was successful! Only five months after it began, on July 26, 1960, the Woolworth Department Store's lunch counter was desegregated. The unjust segregation laws once again took another hit. Soon the unfair laws in the South would come to an end.





# Day # 2



Name: \_\_\_\_\_

Week 24 Day 2 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 24 Day 2 Notes, Black History Month

### Do Now

What is a Sit- in?

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|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>RI.4.4</b><br>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| <b>LEQ</b>                  | How do I determine the meaning of unknown words and phrases to better understand a text?   |
| <b>Objective</b>            | I can use the context clues within a text to determine the meaning of unknown words and phrases.   |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

**Input: Notes on Content/Vocabulary/Anchor Chart**

# Context Clues

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## Types of Context Clues

|  |  |
|--|--|
| <h3 style="text-align: center;">Synonym</h3> <p>A word or group of words that has the same meaning as the unknown word can be found in the sentence or nearby.</p> <p><u>For example:</u><br/>Their <u>possessions</u> were scattered everywhere. Everything Elena owned sat broken around the house, evidence of the wind's damage.</p> | <h3 style="text-align: center;">Antonym</h3> <p>A word or group of words that has the opposite meaning of the unknown word can be found in the sentence or nearby.</p> <p><u>For example:</u><br/>She wanted a friend that was loyal to her, but Natalie had <u>betrayed</u> her and lost her trust.</p> |
| <h3 style="text-align: center;">Explanation</h3> <p>The unknown word is explained or defined within the sentence.</p> <p><u>For example:</u><br/>People began to <u>boycott</u> or refuse to ride the bus.</p>   | <h3 style="text-align: center;">Example</h3> <p>Specific examples in the sentence help define the term.</p> <p><u>For example:</u><br/>There are many types of <u>organisms</u> that live on planet earth such as humans, animals, plants, fungi, and even tiny microbes.</p>                            |

## Word Parts

There are clues in the unknown word such as prefixes, suffixes, or roots.

For Example:  
They needed someone to speak for them, to give voice to the injustice.

|                         |   |
|-------------------------|---|
| <b>peaceful protest</b> | Non-violent resistance or non-violent action to achieve goals such as social _____. |
|-------------------------|---|

**CFU:** Skill Activity: Context Clues

**Application:** 3 Reads of Text: *Birmingham 1963*

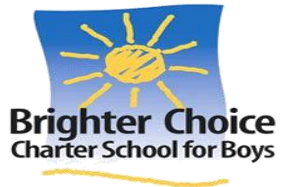
|               |                   |
|---------------|-------------------|
| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

## **Birmingham 1963**

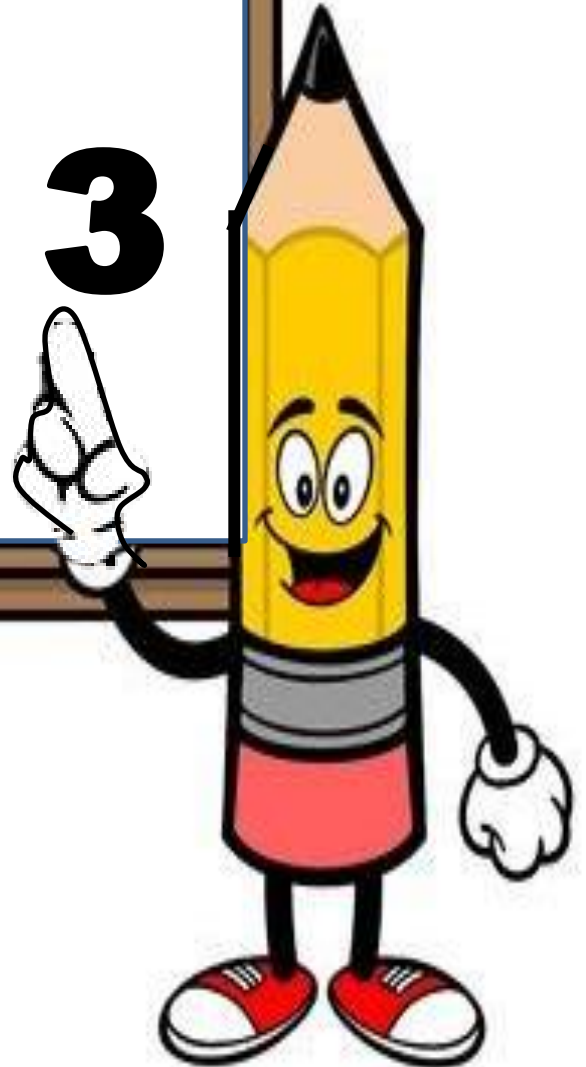
1. In the 1960s, segregation was beginning to be weakened by the Civil Rights Movement. African Americans were starting to see small changes in some areas of the South. They could now sit down in a few restaurants and be served. There were also some theaters, schools, and parks that were no longer segregated. Despite these changes, segregation still existed, especially in Birmingham, Alabama. Martin Luther King Jr. called this city, “The most segregated city in the country.” Violence was present in this city especially bombings. There were so many unsolved bombings in this city that it was nicknamed, “Bombingham”. The Ku Klux Klan, a racist group, was extremely active in Birmingham and was believed to be behind the bombings in this city.
2. King knew that Birmingham was the next place he needed to focus. In 1963, he came up with a plan to get the nation’s attention. King went to Birmingham and joined the Civil Rights workers who had been working hard to overcome segregation. He first joined them in their work to desegregate department stores. There was a plan to boycott the stores along with holding sit-in demonstrations. Arrests occurred during the sit-ins. However, these sit-ins did not bring the same attention to Birmingham as that did in Greensboro. The boycotts also had little impact, so King decided that something different needed to be done in Birmingham.
3. Martin Luther King Jr. was aware that if he could get the word out to the nation about the unfair conditions in Birmingham, the people would respond and act. King devised a plan to get himself arrested. By this time, he was a well-known Civil Rights leader. He hoped his arrest would bring attention to Birmingham. King and several others planned a march on April 12th, and just as they expected, the police came. They arrested King and around forty-five other protesters. He was placed in solitary confinement, and in his jail cell, he wrote a letter. This letter is now known as the “Letter from Birmingham Jail” and is one of the most famous documents from the Civil Rights Movement.
4. In his letter, King addressed the injustices that were happening in Birmingham and the South. He stated that African Americans did not experience the same rights of citizenship as other Americans. King also explained why African Americans had to protest. He said that the only way to bring change was to draw attention to it. He believed that once people were

made aware of the injustices, they would see that change was needed. Although Dr. King's letter became famous in later years, at that time in 1963, it still didn't bring about the change he was wanting. This fact did not stop Dr. King, nor did the nine days he had just spent in jail. He was determined to continue fighting against the injustices in this city.

5. King knew that the movement wouldn't go further if the adults kept getting arrested. The adults needed to keep their jobs and provide for their families. If they were all in jail, no one would be helped. Dr. King came up with a new plan, which was to call upon the children of Birmingham to help with the cause. He knew children could get hurt. However, when he considered how segregation was harmful to African American children, he felt it was worth the risk. He was right, and his plan worked.
6. More than a thousand children gathered to march on one May morning. King warned them that no matter what happened, they were not to fight back. They only got a few blocks before they came to a line of police officers. The children were told to turn back, but they kept coming. They were arrested. The police called in school buses to haul the children away to jail. Most of the children were high school age, but there were some as young as six. All of these children were crammed into a jail cell. It has been estimated that over six hundred children were taken to jail. However, this did not keep more children from coming out the next day to march.
7. The city was so desperate to put an end to the marching that they had firemen use high-pressure hoses to push the children back. The hoses were so powerful that they knocked the children off their feet. This did not discourage more children from coming. The fire hoses could not stop all the marchers. Therefore, the next attempt to stop the children was to send police and dogs to attack. The police officers charged into the crowd, and the dogs were set loose.
8. That night, Dr. King encouraged the children and the adults not to give up. He told them that the world was now watching because the news had spread to the television media. Millions of Americans had seen the treatment of children from television or read about it in the newspaper. They were disgusted and shocked by what they were seeing. On a Sunday morning, the children gathered to march again. The firemen and police were told to stop the children at whatever cost. However, this day a miracle happened, the police and firemen did not attack. They stepped aside, and it was reported that some of these grown men were openly crying as the children passed. What King hoped for had finally happened. The nation was no longer able to ignore the mistreatment of African Americans in Birmingham.



# Day # 3



Name: \_\_\_\_\_

Week 24 Day 3 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 24 Day 3 Notes, Black History Month

### Do Now

What was Dr. Martin Luther King Jr.'s expectation of those who marched in Birmingham?

*Dr. Martin Luther King Jr. expected*

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|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>RI.4.4</b><br>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| <b>LEQ</b>                  | How do I determine the meaning of unknown words and phrases to better understand a text?   |
| <b>Objective</b>            | I can use the context clues within a text to determine the meaning of unknown words and phrases.   |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |



**Input: Notes on Content/Vocabulary/Anchor Chart**

# Context Clues

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## Types of Context Clues

|  |  |
|--|--|
| <h3 style="text-align: center;">Synonym</h3> <p>A word or group of words that has the same meaning as the unknown word can be found in the sentence or nearby.</p> <p><u>For example:</u><br/>Their <u>possessions</u> were scattered everywhere. Everything Elena owned sat broken around the house, evidence of the wind's damage.</p> | <h3 style="text-align: center;">Antonym</h3> <p>A word or group of words that has the opposite meaning of the unknown word can be found in the sentence or nearby.</p> <p><u>For example:</u><br/>She wanted a friend that was loyal to her, but Natalie had <u>betrayed</u> her and lost her trust.</p> |
| <h3 style="text-align: center;">Explanation</h3> <p>The unknown word is explained or defined within the sentence.</p> <p><u>For example:</u><br/>People began to <u>boycott</u> or refuse to ride the bus.</p>   | <h3 style="text-align: center;">Example</h3> <p>Specific examples in the sentence help define the term.</p> <p><u>For example:</u><br/>There are many types of <u>organisms</u> that live on planet earth such as humans, animals, plants, fungi, and even tiny microbes.</p>                            |

## Word Parts

There are clues in the unknown word such as prefixes, suffixes, or roots.

For Example:  
They needed someone to speak for them, to give voice to the injustice.

|  |  |
|--|--|
| <p><b>Civil Rights Act of 1964</b></p> | <p>This Civil Rights legislation _____ discrimination of the basis of race, color, religion, sex, or national origin. It required _____ access to public places and employment, and enforced desegregation of schools and the right to vote.</p> |
|--|--|

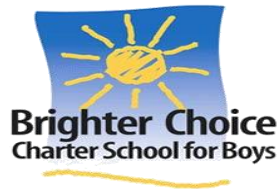
**CFU:** Skill Activity: Context Clues

**Application:** 3 Reads of Text: *March on Washington*

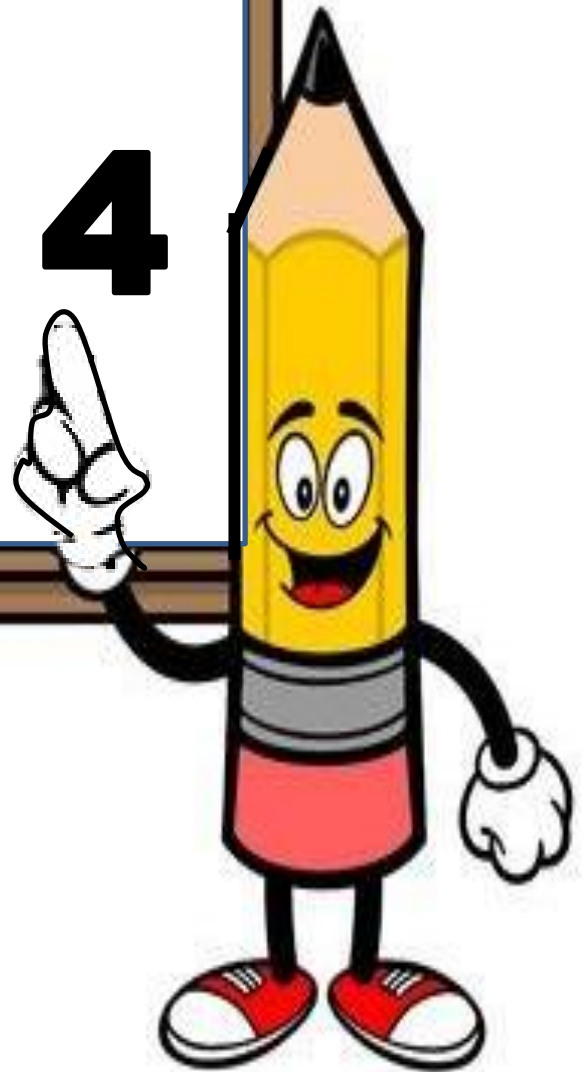
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| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

### **March on Washington**

1. In 1963, President Kennedy made a speech on national television. He called for equality for every American citizen, no matter what the color of their skin was. Soon after the speech, he sent a bill to Congress called the Civil Rights Act. This act would make segregation illegal and provide money to enforce the law. Kennedy's bill gave hope to both whites and African Americans. Unfortunately, there were still some places in the South that were upset by the possibility of this bill becoming a law. King felt that even if President Kennedy's law was passed, some areas in the South would not obey the law. He feared these areas would continue to allow segregation. King, therefore, continued holding protests in the South in order to not lose the progress that had been made.
2. A man named Philip Randolph, an African American magazine editor, had an idea. He felt that what the nation needed to see was African Americans and whites standing together in peace. To accomplish this, he helped organize a march in Washington D.C., to happen in August of 1963. Randolph and other civil rights leaders wanted to pressure Congress to pass President Kennedy's bill. It was decided after several meetings that both African Americans and white people would join together for a march. This event would be called the March on Washington.
3. No one quite knew what to expect on this day. The morning of the march it looked like only around 25,000 people would be there, but they were wrong. All morning people flowed into Washington, D.C. by cars, buses, trains, and even planes. People all across the country joined the march. More than 250,000 marchers came to Washington, D.C., including 60,000 white people. The crowd gathered around the Lincoln Memorial as they listened to the speeches of various Civil Right's supporters and leaders. Dr. King gave the final speech of the day. This speech would be the most significant event in King's life. He started to deliver the speech he wrote but changed his mind. He pushed the speech aside and began to speak the way he did best, from his heart. He said, "*I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal.*"
4. After he was finished his *I have a Dream Speech*, there was a moment of silence. Then all of a sudden, the huge crowd began to clap and cheer for King's dream. This inspiring speech helped to change how the nation felt about equality and justice for all people. In 1964, Kennedy's bill, the Civil Rights Act became law.



**Day # 4**



Name: \_\_\_\_\_

Week 24 Day 4 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 24 Day 4 Notes, Black History Month

### Do Now

What is a dream you have for our nation?

The dream I have for our nation is \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

|                             |  |
|-----------------------------|--|
| <b>Standard</b>             | <b>RI.4.4</b><br>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| <b>LEQ</b>                  | How do I determine the meaning of unknown words and phrases to better understand a text?   |
| <b>Objective</b>            | I can use the context clues within a text to determine the meaning of unknown words and phrases.   |
| <b>Assignment to Submit</b> | Exit Ticket (Google Form on Google Classroom)  |

## Input: Notes on Content/Vocabulary/Anchor Chart

# Context Clues



Context Clues are hints and clues the author gives you to help you define a word you don't know. They appear in the same sentence or in a nearby sentence. Be a detective to help you learn the meaning of unknown words!

## Types of Context Clues

|  |  |
|--|--|
| <h3>Synonym</h3> <p>A word or group of words that has the same meaning as the unknown word can be found in the sentence or nearby.</p> <p><u>For example:</u><br/>Their <u>possessions</u> were scattered everywhere. Everything Elena owned sat broken around the house, evidence of the wind's damage.</p> | <h3>Antonym</h3> <p>A word or group of words that has the opposite meaning of the unknown word can be found in the sentence or nearby.</p> <p><u>For example:</u><br/>She wanted a friend that was loyal to her, but Natalie had <u>betrayed</u> her and lost her trust.</p> |
| <h3>Explanation</h3> <p>The unknown word is explained or defined within the sentence.</p> <p><u>For example:</u><br/>People began to <u>boycott</u> or refuse to ride the bus.</p>   | <h3>Example</h3> <p>Specific examples in the sentence help define the term.</p> <p><u>For example:</u><br/>There are many types of <u>organisms</u> that live on planet earth such as humans, animals, plants, fungi, and even tiny microbes.</p>                            |
| <h2>Word Parts</h2> <p>There are clues in the unknown word such as prefixes, suffixes, or roots.</p> <p><u>For Example:</u><br/>They needed someone to speak for them, to give voice to the <u>injustice</u>.</p>  |  |

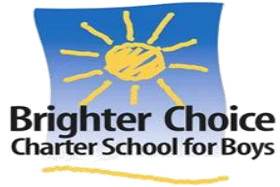
CFU: Skill Activity: Context Clues

Application: 3 Reads of Text: *Memphis Tennessee 1968*

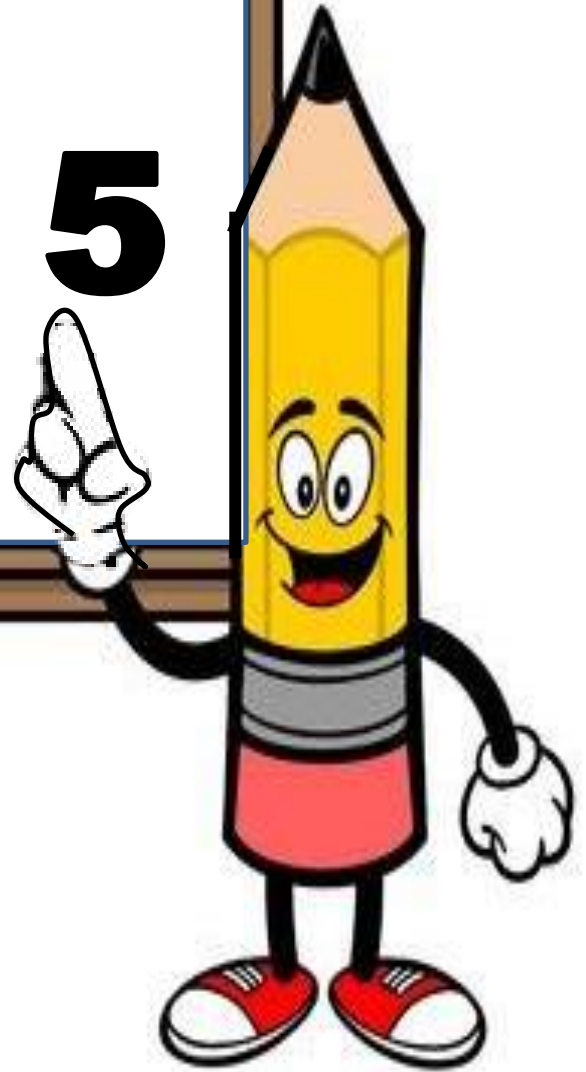
|               |                   |
|---------------|-------------------|
| <b>Topic:</b> | <b>Main Idea:</b> |
|---------------|-------------------|

### **Memphis Tennessee 1968**

1. In 1964, Martin Luther King was awarded the Nobel Peace Prize. This prize is given to people who have worked for the cause of peace. King was only 35 years old, and he had achieved more than most people do in a lifetime. Despite this accomplishment, King still had much work to do in the area of equal rights for all people.
  
2. He continued to fight for voters' rights, better jobs, and more appropriate living areas for African Americans. Despite the respect he was receiving from all over the world, he wasn't a popular person in the South. King traveled to Memphis, Tennessee, to help workers get better pay.
  
3. On April 3, 1968, King spoke at a rally, about the wonderful life he had lived. He explained how happy he was to be alive in these times, even when the times were difficult. He was quoted at the rally saying, *"So it really doesn't matter what happens with me now, because I have been to the mountaintop. And I've looked over, and I've seen the Promised Land. I may not get there with you. But I want you to know tonight that we as a people will get to the Promised Land. So I'm happy tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord!"* It was Martin Luther King's last speech.
  
4. On April 4, 1968, King was at his hotel in Memphis. He had spent the day making plans for the upcoming march. As he was getting ready to go out to dinner, he went onto the balcony. His friends were down below in the parking lot. King and his friends were talking with each other. All of a sudden, a gunshot went off, and King fell to the ground. He was assassinated by an escaped convict named James Earl Ray. The whole world was shocked to lose this great man to violence after he had fought against violence his entire life. Martin Luther King, Jr. was 39 years old when he died.
  
5. At his funeral, thousands of people marched alongside his coffin, which was carried by an old farm wagon to symbolize his connection to poor people. Millions of people watched his ceremony on television. At his funeral, people sang the words Dr. King quoted in his "I have a Dream" speech, "Free at last, free at last. Thank God Almighty, we are free at last!" These words from this hymn were also put on his tombstone. To honor Dr. King, the third Monday in January, has been designated as a national holiday in memory of this amazing man.



**Day # 5**



Name: \_\_\_\_\_

Week 24 Day 5 Date: \_\_\_\_\_

BCCS-B

Hampton Howard Morehouse

## Week 24 Day 5 Notes, Black History Month

### Do Now

What did you take away from learning about the Civil Rights Movement?

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|-----------------------------|--|
| <b>Standard</b>             | <b>CCRA.W.6</b><br>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| <b>LEQ</b>                  | How can technology be used to collaborate, produce, and publish a graphic/writing piece?   |
| <b>Objective</b>            | I can collaborate with my peers to produce a graphic representation of my learning within the Civil Rights Movement.                   |
| <b>CFU</b>                  | How to Use Google Slides   |
| <b>Assignment to Submit</b> | Philosophy of Change Presentation  |