

Rights in Action

Trace how people, protests, court decisions, and laws changed civil rights.

SS5H6.b "Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each named court case, boycott, march, or law. Circle each person, then write a small number beside the words that tell what that person did.

Many Ways to Seek Rights

- ① In 1954, the Supreme Court decided Brown v. Board of Education. Thurgood Marshall, a lawyer for the NAACP, argued that separating Black and white students in public schools was unequal. The Court agreed that school segregation violated the Constitution. This decision challenged segregation. In 1955, Rosa Parks refused to give up her bus seat in Montgomery, Alabama. Her arrest helped begin the Montgomery Bus Boycott, led by Martin Luther King, Jr.
- ② During the boycott, many Black residents walked or shared rides instead of using city buses. After more than a year, the Supreme Court ended bus segregation in Montgomery. In 1963, King spoke at the March on Washington, where thousands demanded equal rights and jobs. In 1964, President Lyndon B. Johnson signed the Civil Rights Act. It banned discrimination based on race in public places and many workplaces.
- ③ The Civil Rights Act did not remove every barrier to voting. In 1965, Johnson signed the Voting Rights Act, which protected Black citizens from unfair voting rules, especially in the South. Cesar Chavez worked for farmworkers, many of them Latino. He helped organize the United Farm Workers and led nonviolent strikes and boycotts for safer conditions and better pay. These people and events used courts, laws, speeches, and organized action to seek equal rights.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did Thurgood Marshall help bring about the Brown v. Board of Education decision?

2 What did many Black residents do during the Montgomery Bus Boycott, and what was the result?

3 How did Martin Luther King, Jr. and Lyndon B. Johnson use different roles to advance civil rights?

4 How did the Voting Rights Act and Cesar Chavez's work each address unfair treatment?

3 YOUR TURN _____ Your own words

Write 4 or 5 sentences explaining how two different methods, such as a court case, a boycott, a march, a law, or a labor protest, helped seek equal rights. Name at least two people or events from the passage and explain how the methods were different.

PART 1 • READ AND MARK

Underline each named court case, boycott, march, or law. Circle each person, then write a small number beside the words that tell what that person did. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did Thurgood Marshall help bring about the Brown v. Board of Education decision?	Marshall argued that separating Black and white students in public schools was unequal.
2	What did many Black residents do during the Montgomery Bus Boycott, and what was the result?	They walked or shared rides instead of using city buses. After more than a year, the Supreme Court ended bus segregation in Montgomery.
3	How did Martin Luther King, Jr. and Lyndon B. Johnson use different roles to advance civil rights?	King spoke at the March on Washington, where people demanded equal rights and jobs. Johnson signed the Civil Rights Act, which banned race discrimination in public places and many workplaces.
4	How did the Voting Rights Act and Cesar Chavez's work each address unfair treatment?	The Voting Rights Act protected Black citizens from unfair voting rules. Chavez organized farmworkers and led nonviolent actions for safer conditions and better pay.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Brown v. Board of Education used the courts to challenge school segregation. Thurgood Marshall helped by arguing against separate public schools. Later, the March on Washington used a public gathering to demand equal rights and jobs. These methods were different because one used a court decision and the other used a large public protest. Both helped the movement seek equal rights.

Accept accurate explanations that name at least two people or events and compare two different methods for seeking equal rights. Students may use any supported combination from the passage.