

Rights in Motion

How one movement helped spark new struggles for equality

8.9b "The civil rights movement prompted renewed efforts for equality by women and other groups."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each action a group took to seek equality. Circle words or phrases that show what helped progress or what limited it.

A Model for New Demands

- ① During the 1950s and 1960s, the civil rights movement used marches, court cases, boycotts, and voter-registration drives to challenge racial discrimination. Its victories showed that organized citizens could demand equal treatment under the law. The Civil Rights Act of 1964 banned discrimination in many public places and jobs, and the Voting Rights Act of 1965 strengthened protection for Black voters. These changes inspired other groups to press for rights that laws and customs had long denied them.
- ② Women's rights activists built on these methods. The National Organization for Women, founded in 1966, pushed for equal opportunity in employment and education. Congress passed Title IX in 1972, banning sex discrimination in federally funded education programs. Farm workers, including César Chávez and Dolores Huerta, organized the United Farm Workers. Their grape boycott drew public attention to low pay and unsafe conditions. These campaigns gained support when people joined together, but employers and unequal power often limited change.
- ③ Other campaigns won important protections while facing continuing barriers. Native American activists occupied Alcatraz Island from 1969 to 1971 to call attention to tribal sovereignty and broken promises. The American Indian Movement protested federal policies and local injustice. Disability rights advocates later pressed for access to schools, jobs, and public spaces, helping win the Americans with Disabilities Act in 1990. LGBT activists also organized after the 1969 Stonewall uprising. Court decisions, laws, protests, and public support could expand equality, yet prejudice and resistance could slow progress.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 According to paragraph 1, what did civil rights victories show, and what effect did they have on other groups?

2 What did the National Organization for Women seek, and what did Title IX prohibit?

3 How did farm workers draw public attention to their cause, and what conditions were they challenging?

4 Name one factor that could expand equality and one factor that could slow progress.

3 YOUR TURN _____ Your own words

Choose one group from the passage. Write exactly four sentences explaining how its efforts reflected methods used in the civil rights movement, naming one action, one goal, and one factor that could help or limit progress.

PART 1 • READ AND MARK

Underline each action a group took to seek equality. Circle words or phrases that show what helped progress or what limited it. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	According to paragraph 1, what did civil rights victories show, and what effect did they have on other groups?	They showed that organized citizens could demand equal treatment under the law, and they inspired other groups to seek rights.
2	What did the National Organization for Women seek, and what did Title IX prohibit?	The organization sought equal opportunity in employment and education. Title IX prohibited sex discrimination in federally funded education programs.
3	How did farm workers draw public attention to their cause, and what conditions were they challenging?	They used a grape boycott. They challenged low pay and unsafe working conditions.
4	Name one factor that could expand equality and one factor that could slow progress.	Factors that could expand equality included court decisions, laws, protests, or public support. Prejudice or resistance could slow progress.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Native American activists used public protest to demand greater equality and self-determination. The occupation of Alcatraz called attention to tribal sovereignty and broken promises. The American Indian Movement also challenged unfair federal policies and local injustice. Public attention could build support, but resistance and prejudice could slow progress.

Accept equivalent descriptions of actions, goals, and enabling or limiting factors that are supported by the passage. For the open response, require exactly four sentences that identify a group, connect its effort to civil rights movement methods, and include the required details.