

Words That Move

Use precise social studies terms to explain civil rights action.

8.30.A "use social studies terminology correctly;"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each social studies term in the passage. Circle the words that explain the term's meaning or show how it was used.

Civil Rights and Government Power

- ① In 1954, the Supreme Court decided *Brown v. Board of Education*, a landmark case about public schools. The Court ruled that state laws requiring separate schools for Black and white students violated the Fourteenth Amendment. This amendment promises equal protection under the law. The ruling challenged segregation, a system that separated people by race in daily life. Brown did not instantly change every school, but it gave civil rights advocates a powerful legal precedent to use in later cases and public action.
- ② After Brown, federalism shaped the struggle because power is shared by state and federal governments. Some local officials resisted desegregation. In 1957, President Dwight D. Eisenhower used the executive branch to send federal troops to Little Rock, Arkansas. They enforced a court order allowing nine Black students to enter Central High School. The event showed that the judicial branch can interpret the Constitution while the executive branch can enforce the law when other officials refuse to comply.
- ③ Citizens also pressed Congress to pass legislation, or laws made by a lawmaking body. The Civil Rights Act of 1964 prohibited discrimination in many public places and jobs. A protest is a public demonstration of disagreement or support, while a petition is a formal request signed by people. These actions helped citizens influence public policy, the choices government makes to address community issues. In this movement, court decisions, executive enforcement, and legislation worked together to expand civil rights.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Write the term for a prior court decision that can guide later cases. Then use the term correctly in a sentence about Brown.

- 2 Write one sentence that correctly explains what the executive branch did in Little Rock.

- 3 Use *federalism* correctly in one sentence to explain why the struggle over desegregation involved more than one level of government.

- 4 Write one sentence that correctly contrasts a protest with a petition.

3 YOUR TURN Your own words

Imagine that residents want safer street crossings near their school. Write 3 or 4 sentences, 45 to 65 words, explaining how they could seek change. Correctly use at least three of these terms: *petition*, *legislation*, *public policy*, *executive branch*, *judicial branch*, *federalism*, or *equal protection*.

PART 1 • READ AND MARK

Underline each social studies term in the passage. Circle the words that explain the term's meaning or show how it was used. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Write the term for a prior court decision that can guide later cases. Then use the term correctly in a sentence about Brown.	Legal precedent. Brown became a legal precedent that civil rights advocates could use in later cases.
2	Write one sentence that correctly explains what the executive branch did in Little Rock.	The executive branch sent federal troops to Little Rock to enforce a court order allowing nine Black students to enter Central High School.
3	Use <i>federalism</i> correctly in one sentence to explain why the struggle over desegregation involved more than one level of government.	Federalism shaped desegregation because power was shared by state and federal governments.
4	Write one sentence that correctly contrasts a protest with a petition.	A protest is a public demonstration of disagreement or support, while a petition is a formal request signed by people.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Residents want safer crossings near their school. They could start a petition asking the city council to pass local legislation that funds crosswalks. This public policy would be carried out by the local executive branch. If a policy treated neighborhoods unfairly, a court in the judicial branch could consider whether equal protection was being denied.

Accept accurate, context-appropriate use of the required terminology, even when students use a different civic issue. In Part 3, students must use at least three listed terms correctly and explain a realistic path for public action.