

Choices Shape Virginia

Trace how Virginians' actions changed laws, communities, and opportunities.

VS.11.b "investigating the political, social, and economic effects of choices made during the Civil Rights Era by Virginians including, but not limited to Maggie Walker, Robert Russa Moton, Barbara Johns, Samuel Wilbert Tucker, Oliver W. Hill, Sr...."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each person's choice or action. Circle the result of that choice, then write a small P, S, or E beside each circled result for political, social, or economic.

Actions With Effects

- ① Virginia lawyer Samuel Wilbert Tucker challenged unequal public libraries and schools. In 1939, he arranged a peaceful sit-in at Alexandria's segregated library. Attorney Oliver W. Hill Sr. used court cases to fight unequal schools. In 1951, Barbara Johns led Moton High School students in Farmville on strike because their school was crowded and poorly supplied. Their actions brought school inequality before courts and drew attention across Virginia.
- ② In 1944, Irene Morgan refused to give up her bus seat during an interstate trip. Her court case reached the Supreme Court, which ruled states could not require segregation on interstate buses. Arthur R. Ashe, Jr., used his tennis fame to speak publicly for equal rights. His words encouraged people to challenge unfair treatment. Governor A. Linwood Holton, Jr., appointed Black Virginians to state positions and supported school integration, opening government work to more people.
- ③ Maggie Lena Walker founded Richmond's St. Luke Penny Savings Bank. It gave Black families a place to save and borrow money when many banks excluded them. Robert Russa Moton, an educator from Amelia County, promoted opportunities for Black students. His work added support to calls for stronger schools. L. Douglas Wilder ran for governor and won in 1989. His election made him America's first elected Black governor and changed ideas about who could lead Virginia.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How did Irene Morgan's choice lead to a political effect? Name the government body and the change it made.

2 What choice by Maggie Lena Walker had an economic effect, and what did it allow families to do?

3 Why did Barbara Johns lead a strike? What social effect did the students' action have?

4 How did Holton's and Wilder's choices each change state government or ideas about its leaders?

3 YOUR TURN _____ Your own words

Use Robert Russa Moton and Arthur R. Ashe, Jr. Write four sentences that explain each person's choice, its effect, and why the effect was social, political, or economic.

PART 1 • READ AND MARK

Underline each person's choice or action. Circle the result of that choice, then write a small P, S, or E beside each circled result for political, social, or economic. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How did Irene Morgan's choice lead to a political effect? Name the government body and the change it made.	Morgan's case reached the Supreme Court. The Court ruled that states could not require segregation on interstate buses.
2	What choice by Maggie Lena Walker had an economic effect, and what did it allow families to do?	Walker founded the St. Luke Penny Savings Bank. It gave Black families a place to save and borrow money.
3	Why did Barbara Johns lead a strike? What social effect did the students' action have?	She led the strike because the school was crowded and poorly supplied. The action brought attention to school inequality and brought it before courts.
4	How did Holton's and Wilder's choices each change state government or ideas about its leaders?	Holton appointed Black Virginians to state positions and supported school integration, opening government work to more people. Wilder ran for governor and was elected, changing ideas about who could lead Virginia.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Moton promoted opportunities for Black students. His work added support to calls for stronger schools, a social effect because it concerned education. Ashe used his tennis fame to speak for equal rights. His words encouraged people to challenge unfair treatment, a social effect because it concerned how people were treated.

Accept equivalent descriptions of each choice and result that match the passage. For classifications, accept political responses tied to government, courts, laws, elections, or state jobs, economic responses tied to money or banking, and social responses tied to education, equal treatment, or community life.