

Choices Change Virginia

Trace how Virginians challenged unfair rules and shaped change.

VS.11 "The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by explaining the social and political events connected to disenfranchisement of African American voters in Virginia in the early..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each person's action or government decision, then underline the effect it had on people or schools. This will help you trace how choices caused change in Virginia.

From Limits to Change

- ① In 1902, Virginia adopted a new state constitution. Poll taxes and literacy tests kept many African American citizens from voting. These rules weakened Black voters' political power and helped segregation last. Maggie Lena Walker chose another path to strengthen her community. Through the St. Luke Penny Savings Bank, which she led in Richmond, she encouraged saving and business ownership. Her work built economic opportunity when voting rights were limited.
- ② Virginia students and lawyers challenged unequal public services and schools. In 1939, Samuel Wilbert Tucker organized a sit-in at Alexandria's whites-only public library. In 1951, Barbara Johns led Prince Edward County students in a school strike. Lawyer Oliver W. Hill, Sr., helped take their case, *Davis v. County School Board*, to court. It became part of *Brown v. Board of Education*, the 1954 decision against school segregation.
- ③ Not all Virginia leaders accepted *Brown* right away. Massive Resistance was a state policy that tried to stop school desegregation, and some public schools closed rather than integrate. The closures harmed families and denied children schooling. Later, Governor A. Linwood Holton, Jr., supported integration and sent his children to Richmond public schools. Arthur R. Ashe spoke for equal rights, and L. Douglas Wilder later became Virginia's first elected Black governor.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Name the two voting restrictions in the passage. What political effect did they have on African American voters?

2 How did Barbara Johns's school strike connect to Brown v. Board of Education?

3 What did Massive Resistance try to stop, and what happened to some schools because of this policy?

4 How did Maggie Lena Walker's work create an economic effect for her community?

3 YOUR TURN _____ Your own words

Write exactly three sentences about one person or event from the passage. State the action or decision, name one political, social, or economic effect, and explain how Virginia communities might have been different without that action or decision.

PART 1 • READ AND MARK

Circle each person's action or government decision, then underline the effect it had on people or schools. This will help you trace how choices caused change in Virginia. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Name the two voting restrictions in the passage. What political effect did they have on African American voters?	Poll taxes and literacy tests. They weakened Black voters' political power by keeping many African American citizens from voting.
2	How did Barbara Johns's school strike connect to Brown v. Board of Education?	Johns led students in a strike, and their case, Davis v. County School Board, was taken to court by Oliver W. Hill, Sr. Davis became part of Brown v. Board of Education.
3	What did Massive Resistance try to stop, and what happened to some schools because of this policy?	It tried to stop school desegregation. Some public schools closed rather than integrate.
4	How did Maggie Lena Walker's work create an economic effect for her community?	Through the St. Luke Penny Savings Bank, she encouraged saving and business ownership, which built economic opportunity.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Barbara Johns led students in a strike against unequal schools. This had a social effect because their case became part of Brown v. Board of Education, a decision against school segregation. Without the strike, Prince Edward County students might have had fewer chances to make their concerns heard.

Accept equivalent descriptions of the passage's cause-and-effect relationships. For the open response, accept a reasonable prediction when it clearly connects to the chosen action or decision and identifies an effect category.