



Reminders from Mrs. Dermody:  
★ check e-mails daily M-F  
★ **SUBMIT Q's below on Fridays**  
★ **ASK Q's as needed!**

★ ★ ★ ★ ★ ★ ★ ★ **Week 10: American History Grade 8** ★ ★ ★ ★ ★ ★ ★ ★

Day	Topic	Your TASK	Check for Understanding Q's				
DAY 39	Skills Practice	<b>TASK 1:</b> Examine the images on the next page. Be sure to also read the captions. *Check for Understanding Q's are below the picture.	Answer Questions under IMAGES on the next page. Be sure to label it Q29 A, Q29 B, Q29 C <i>*all responses should be in complete sentences. A brief answer is acceptable for the first two questions; C should be 2-3 sentences.</i>				
DAY 40	ROC Race Riots Day 1	***FUN FACT, the "Mangiones" interviewed in this video are great grandparents and uncle of Jack Mangione, 7 <sup>th</sup> grader on our team! <b>Rochester Race Riots- watch from 0-15:50 - video AS YOUR WATCHING, THINK ABOUT:</b> • Why did some families migrate North, from Southern states? THINK GENERAL, PUSH FACTORS • What attracted people to Rochester? THINK SPECIFIC, PULL FACTORS • Upon their arrival in Rochester, what is evidence suggest that people still faced discrimination?	• <b>READ the BOX (LEFT)</b> • <b>WATCH the VIDEO SEGMENT ASSIGNED FOR THE DAY</b> • <b>ANSWER THE CORRESPONDING QUESTION (below)</b>  40. Include two examples for each on the chart below				
DAY 41	ROC Race Riots DAY 2	<b>Rochester Race Riots- watch from 15:50-33:36 - video AS YOUR WATCHING, THINK ABOUT:</b> • Can you identify examples of discrimination and hardships faced by African Americans in ROC? • What efforts were made to address race related issues/violations of African American rights? <b>Day 1 of the ROCHESTER RACE RIOTS</b> • How did the Riots start? • Think about strategies used by police to diffuse the situation. Did it work?	<table border="1" style="width: 100%;"> <thead> <tr> <th>Push Factors (from South)</th> <th>Pull Factors (to Rochester)</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> 41. Identify specific examples of racism and discrimination that African Americans faced in Rochester during this time. (3 or more examples)	Push Factors (from South)	Pull Factors (to Rochester)		
Push Factors (from South)	Pull Factors (to Rochester)						
DAY 42	ROC Race Riots Day 3	<b>Rochester Race Riots- watch from 33:30-55:00 - video AS YOUR WATCHING, THINK ABOUT:</b> • Think about how events unfolded for Day 2 • What measures were in place to stop the riot? • What happened on Day 3? • How did the riot end? • ★★What effects did the riot have on the community? ★★	42. How could the violence of the riots, and the treatment of African Americans during the riot (as a whole) further create a wedge between the races? (short and long term, at least three good sentences)  QUESTIONS FOR THE WEEK are due Thursday by				

**Submit your WEEK 10 Check for Understanding 3PM Thursday!**

DAY 43	OPTIONAL VIDEOS	Did you turn in your WEEK 10 Questions on Thursday by 3PM? -NO QUESTIONS for today, but an optional video links if you want to learn more about the Civil Rights Movement – they are super interesting, but totally optional. LINK 1- <a href="https://web.microsoftstream.com/video/b5f759d9-abe2-4f49-b61a-a42492db73d9">https://web.microsoftstream.com/video/b5f759d9-abe2-4f49-b61a-a42492db73d9</a> LINK 2- <a href="https://web.microsoftstream.com/video/ae76a38b-d694-48a9-af1f-6c2ef882394d">https://web.microsoftstream.com/video/ae76a38b-d694-48a9-af1f-6c2ef882394d</a>	-NO QUESTIONS- questions 40-42 due yesterday! Did you submit them ontime?!?
--------	-----------------	--	--



The front line of demonstrators during the March on Washington for Jobs and Freedom, Washington D.C., August 28, 1963.



John Lewis, chairman of the Student Nonviolent Coordinating Committee (in the foreground) is being beaten by a state trooper during the march in Selma, Ala., March 7, 1965.

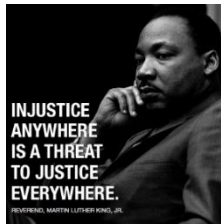
CHECK FOR UNDERSTANDING Questions for today's lesson....

- A. What would **cause** Martin Luther King and the Civil Rights Movement to choose the tactic of civil disobedience?
- B. What would have been an **effect** if they did not practice civil disobedience?
- C. Why do you think Martin Luther King let children be part of the Civil Rights Movement?

# American History

WEEK BY WEEK LESSONS

Office HOURS- check out our Blue Team website: [LINK](#)



Reminders from Mrs. Dermody:  
 ★ check e-mails daily M-F  
 ★ SUBMIT Q's below on Fridays  
 ★ ASK Q's as needed!

★ ★ ★ ★ ★ ★ ★ ★ **Week 9: American History Grade 8** ★ ★ ★ ★ ★ ★ ★ ★

Day	Topic	Your TASK	Check for Understanding Q's
DAY 34 DAY 35	Unjust LAWS	The Civil Rights movements contained instances where people protested unjust laws. Oftentimes these protests were non-violent, but were faced by resistance from the white population. <b>TASK 1:</b> Check out the timeline of events <a href="#">LINK</a> . Carefully read <u>each</u> event in the article, and think to yourself what UNJUST law is being protested during this event. <b>TASK 2:</b> In your opinion, after reading all 17 events, pick the top 10 protests that helped to push the Civil Rights Movement forward. ***note to self, sometimes a horrible event helps bring awareness and propel a movement forward, it is not just the events that accomplish something big.	Q.34/35. After reading the events highlighted in the article, create a visual representation of the “ <u>Top 10 Most influential Events of the Civil Rights Movement</u> ” REQUIREMENTS: must contain year, location and identify the unjust law the protest _TIP: it can be a timeline OR chart, it is up to you!
DAY 36	Brown vs. Board of Ed	<b>TASK 1:</b> Watch the BRAINPOP on Brown vs. Board of Education of Topeka (user name: calkinsmiddle pw: pms) <b>TASK 2:</b> Take the quiz, must score 90 or higher! May take it more than once!	Q 36 A. <u>Explain</u> the historical context of this famous court case. Q36B. What impact did this court case have on Americans during its time?
DAY 37	Taking a STAND: Ella Baker?	<b>Civil Disobedience:</b> is the active, professed refusal of a citizen to obey certain laws, demands, orders or commands of a government. By some definitions, civil disobedience has to be nonviolent to be called 'civil'. Hence, civil disobedience is sometimes equated with peaceful protests or nonviolent resistance. <b>TASK 1:</b> Read the article about Ella Baker <a href="#">ARTICLE LINK</a> . Be sure to <b>watch the 1 min. video clip</b> that is embedded in the article. <b>After reading the article, it is clear that Ella Baker was a powerful, contributing force during the Civil Rights movement.</b>	Q37 A. Why do you think history forgets to mention her? Q37 B. Create a list titled “ <u>Ella Baker’s Accomplishments</u> ” and list specific accomplishments relating to the Civil Right that could help prove she is worthy of a section in Chapter 28 of our textbook. (should have at least 5 examples, one from the video clip)
DAY 38	Civil Disobedience	<b>TASK 1:</b> Using the definition of Civil Disobedience from above, explore the <a href="#">Civil Rights Trail website</a> again. This time, you are looking for THREE examples that fit the above definition of “civil disobedience”. Be prepared to back up your choices with evidence it fits into the definition (which is listed under Day 37). HINT- when you are on the Civil Rights Trail website, you want to click on “Interactive Map” and explore there, looking for THREE examples you can use for Q38!	Q38. Title the CHART “ <b>Civil Disobedience</b> ” & complete it!

Top 10 Major Events		
Year	Location	Unjust Law

**Submit your WEEK 9 Check for Understanding by 3PM Friday!**

Day 34/35 LINK: <https://www.britannica.com/list/timeline-of-the-american-civil-rights-movement>

Day 37 LINK: <https://allthatsinteresting.com/ella-baker> Day 38 LINK: <https://civilrightstrail.com/>