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8th Grade Social Studies Distance Learning Packet

Reconstruction

Background Information:

Reconstruction, the period (1865–1877) that followed the American Civil War. Attempts were made to redress the injustices of slavery and its political, social, and economic legacy to solve the problems arising from the readmission to the Union of the 11 states that had seceded at or before the outbreak of war. Reconstruction witnessed far-reaching changes in America's political life. At the national level, new laws and constitutional amendments permanently altered the federal system and the definition of American citizenship. In the South, a politically mobilized black community joined with white allies to bring the Republican Party to power and with it a redefinition of the responsibilities of government.

Reconstruction policies



8th Grade Social Studies Distance Learning Packet

Reconstruction Choice Board

May 4th -May 15th

Directions: For the next two weeks you have choice in the assignments you complete. Each project will count for a specific number of points. CHOOSE the projects you wish to complete over the next two weeks. You need to select assignments that will total 100 points. Assignments should be completed on notebook paper or in Word to upload to Schoology.

The more you look...

Find a primary source that was created during the Reconstruction Era (1865-1877). Analyze the document. Explain the following:

1. Who created it?
2. Who is within the document?
3. Why do you think it was created?
4. What is the message of the document?

(30 points)

Illustrated Timeline

Create an illustrated timeline of the Reconstruction Era (1865-1877). The timeline may be created by drawing, clipping pictures from magazines or newspapers for pasting on notebook paper, or created using PowerPoint, Word, or Sway. The timeline must include at least one significant event for each year of the time period, a picture, and a summary of what happened.

(50 points)

The Sequel

Pretend history is being re-written. Write an alternative ending that explains the causes and effects of the 14th Amendment. Your story must be at least 200-250 words, 1 page handwritten, or one page typed using double-space with 1-inch margins.

(50 points)

8th Grade Social Studies Distance Learning Packet

Civil Rights Movement (1940-1970s)

Background Information: During the 1940s to 1970s, the Civil Rights Movement in America was fueled by individuals and groups that wanted equality in society in the areas of education, housing, politics, and schooling. Prior to World War II, most blacks were low-wage farmers, factory workers, domestics, or servants. By the early 1940s, war-related work was booming, but most blacks were not given the better paying jobs. They were also discouraged from joining the military. Black men and women served heroically in World War II, despite suffering segregation and discrimination during their deployment. Many African American soldiers returning home from active duty in World War II contributed to the push for civil rights in the U.S. as they sought to rectify the gap between the democratic ideas they fought for abroad and their experiences with segregation at home. Upon returning home from World War II, African American soldiers were victims of hate crimes, lynching, and violence simply for wearing their uniforms in public. The effects of *Plessy v. Ferguson* (1896) eventually led to broad segregation laws for African Americans to have separate but equal facilities. Later court cases began to dismantle these laws throughout the South. South Carolina's *Briggs v. Elliott* (1952) case became part of the national *Brown v. Board of Education* (1954) ruling which prohibited racial segregation in schools. By the mid-1950s, the modern Civil Rights Movement emerged to dismantle Jim Crow Laws across the south. During the Movement, students mobilized in South Carolina by participating in sit-ins and protests. Civil rights activists were often met with violence as they campaigned for equal rights. De jure [by right] segregation was abolished through Civil Rights era legislation; however, de facto [in reality] segregation continued and has implications throughout present-day society.

African American groups like the National Association for the Advancement of Colored People (NAACP) started to fight Jim Crow laws in the 1940s and 1970s.

Timeline

8th Grade Social Studies Distance Learning Packet

Civil Rights Menu Choice Board May 18 th – May 22 nd		
Directions: Choose a meal by selecting (1) appetizer, (1) entrée, and (1) dessert assignment to complete.		
Appetizers	Entrees	Desserts
1. In 1-2 sentences explain how you would feel if you were the girl in the picture.	<p>A. What do you know of lynching, do you know of any people in history that were a victim to this act?</p> <p>In 10-12 sentences discuss whether you believe lynching to be a form of terrorism.</p>	I. Using information gathered from the photo, posted to the left, if you were a photographer draw or describe what the next picture would look like.
2. Watch or read a copy of Martin Luther King's "I have a Dream" speech and write a 2-3 sentence response explaining what sticks out the most.	<p>B. Would you continue to serve? How would you respond to violence, and do you think the United States has gotten better in the way we treat our military?</p> <p>In 10-12 sentences discuss how you would feel having served a country that did not serve you in return.</p>	<p>II. What would you do?</p> <p>If you saw injustice like what was seen by African Americans during the Civil Rights Era, what would you do? Choose one of the following to complete.</p> <p>Create a protest sign with a catch phrase. Write a speech of protest. Write a letter to your representative.</p>
3. Using the internet, research Isaac Woodard. Explain who he was and why his		