

9th Grade

Mississippi Studies

STRATEGY 6**Main Idea/Supporting Details**

Reading to find the main idea is one of the most important reading skills to ensure comprehension. The **main idea**, a general or broad topic, is the most important idea in a selection. The main idea can be stated in one sentence that condenses specific ideas or details. Sometimes the main idea is referred to as the thesis or gist of the selection.

The main idea is generally stated in the topic sentence, which is often the first sentence in a paragraph. The main idea is easier to identify when it is the first or the last sentence in the paragraph. It is more difficult to find when it is located in the middle of a reading. And, it is perhaps most difficult to identify when it is inferred and not actually stated. Regardless of where the main idea is stated, you can identify it by answering the question, "What is the most important idea in the selection?"

The main idea is followed by **supporting details**, which explain, describe, prove, or clarify. Supporting details may tell the who, what, where, when, and why of the main idea. Supporting details may also provide examples, illustrations, facts, and statistics. Sometimes, if the main idea is not clearly stated, identifying the supporting details first makes finding the main idea easier.

Often the main idea and supporting details are found in the textbook almost in outline form. The main idea may be found in the heading for a section of reading and the supporting details may be found in the paragraphs that follow.

STRATEGY 6

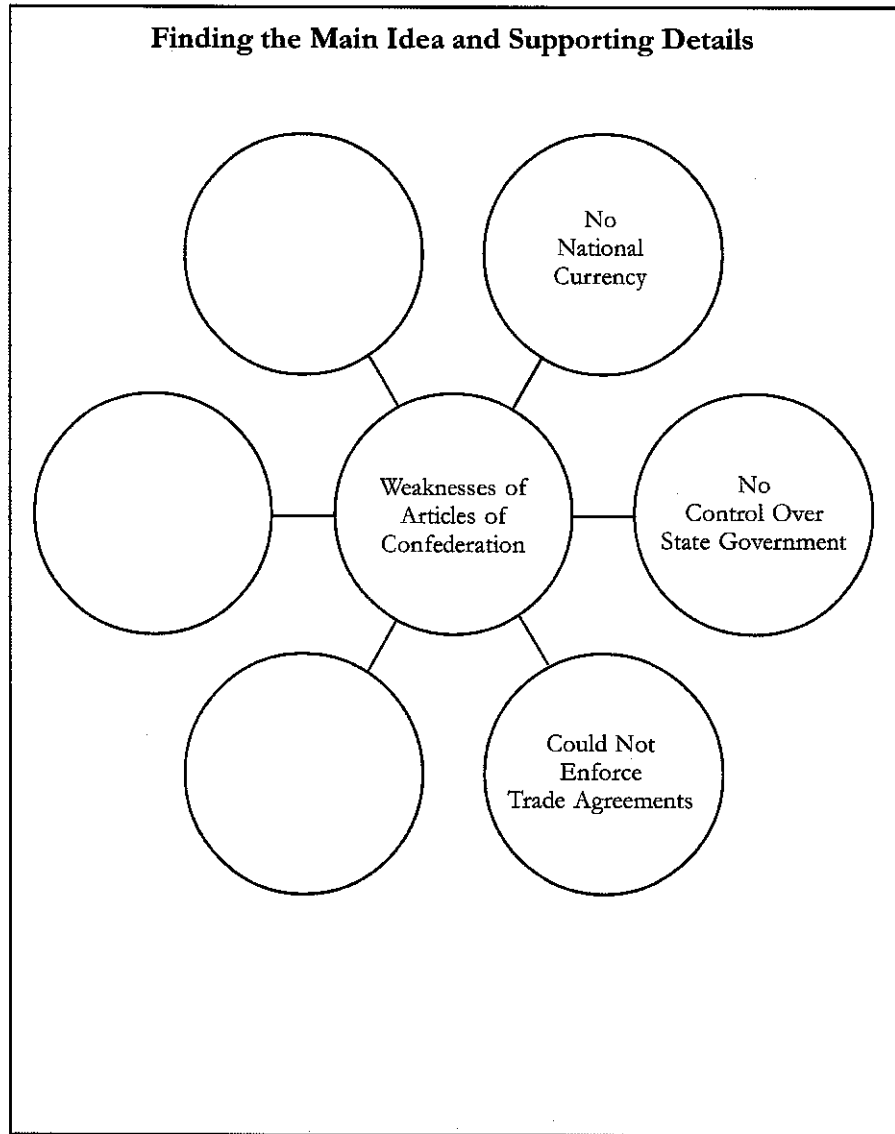
Main Idea/Supporting Details

To Teach the Main Idea/Supporting Details strategy, use Selection 7 and Graphic Organizer 7. You may want to make a transparency of Graphic Organizer 8 or write the information on flip chart paper. Teach the strategy by following the steps in the left column.

1. Give students a copy of Selection 7 and Graphic Organizer 7.
2. Ask them to read the article on the Articles of Confederation and identify the main idea. Have them write the main idea in the center circle of the graphic organizer.
3. Then ask them to re-read the article to find at least three supporting details. Write those ideas in three of the circles that surround the main idea.

VARIATION: Use Graphic Organizer 8 instead of Graphic Organizer 7 to record the information.

You may also have the students list expanding details that further define supporting details.



To apply the main ideas/supporting details strategy, introduce a topic in the textbook. Have students use Graphic Organizer 7 and repeat the process they used in the practice session.

To extend the strategy, have students write paragraphs that include a main idea and supporting details. Then, have students trade papers and identify these features from the papers of their peers.

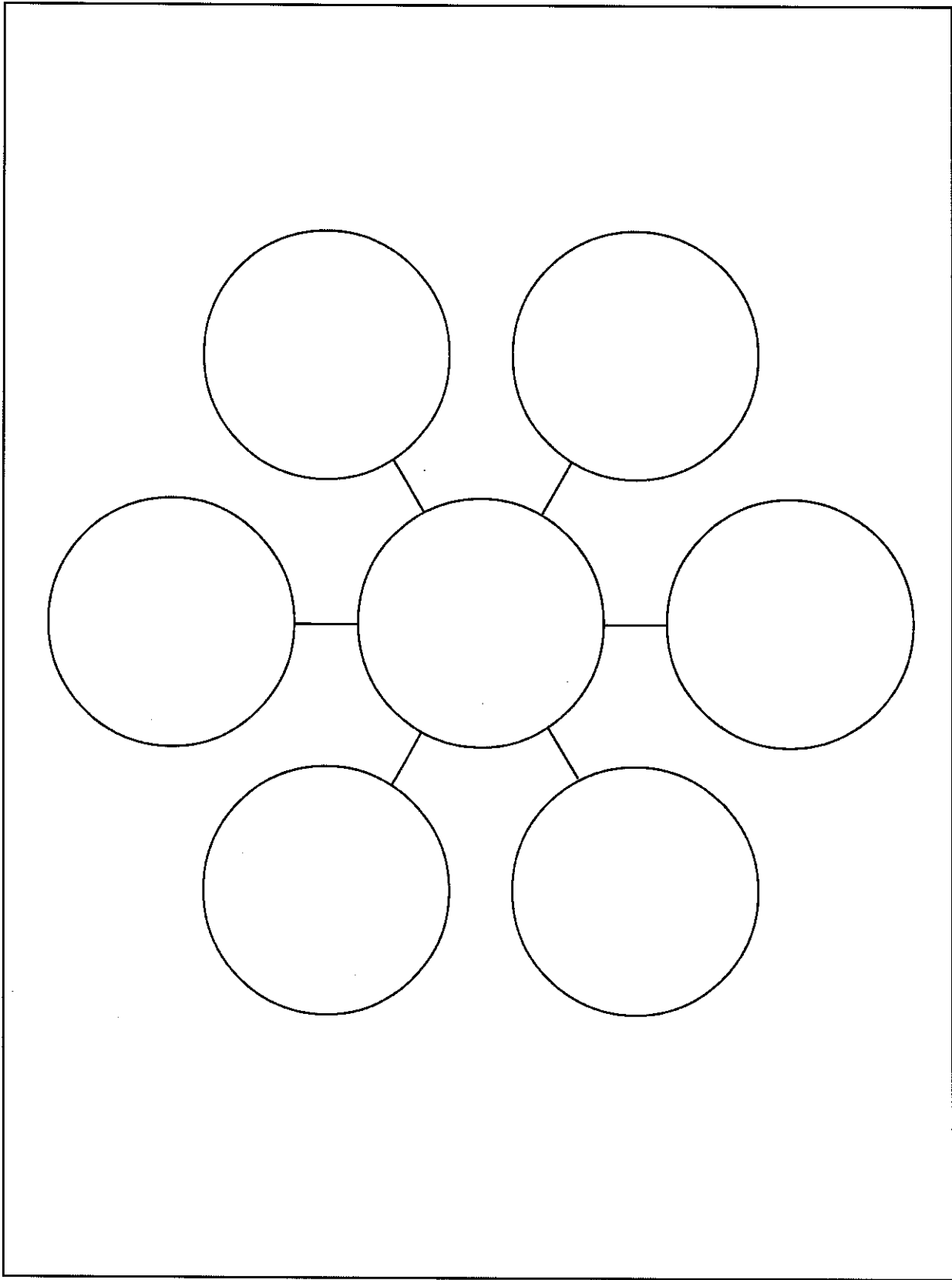
Main Idea/Supporting Details

Selection 7 - The Articles of Confederation

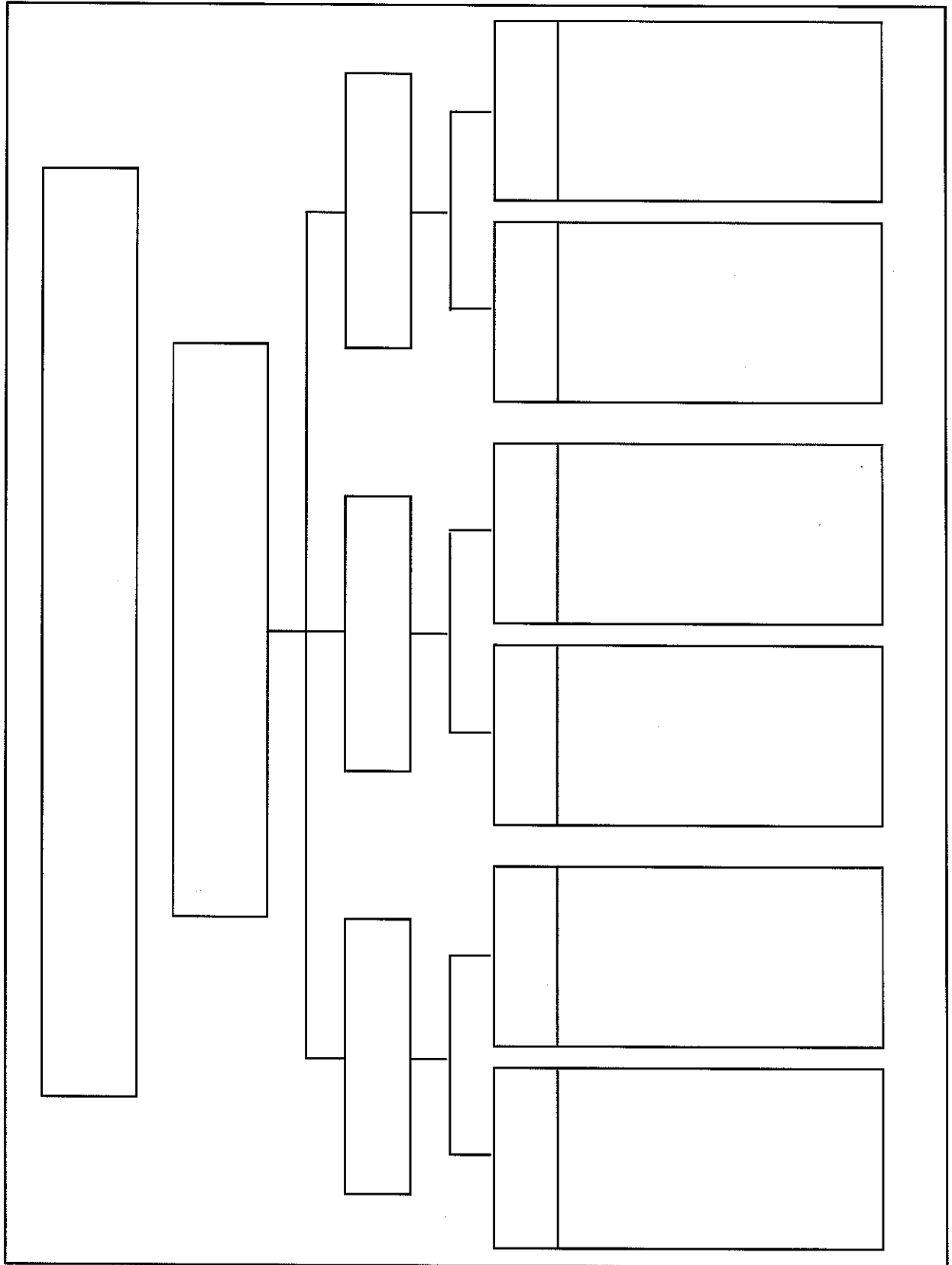
The United States began its life with a weak national government, known as the Articles of Confederation. This new government caused many problems for the young nation. One weakness was that the Articles government did not provide for a national currency. As a result, the United States government had no money and no way to get any money to pay its debts from the Revolutionary War. The states had agreed to give the national government \$10 million, but they only paid \$1.5 million. Since Congress had borrowed most of the money to pay for the war, it lost credibility with its creditors when it could not repay that debt. Another weakness was that Congress had no control over state governments or their citizens. Therefore, if a state or any one of its citizens disobeyed a law of the national government, there was no way for the national government to make them obey.

A third weakness concerned trade agreements. Congress had the power to make trade agreements with foreign nations, but it did not have the power to force state governments to live up to those agreements. Some colonies imported goods from other nations and then refused to pay for them. This practice also led to the loss of credibility of the national government. At home, Congress had no power to make laws controlling trade among the states. As a result, people in one state sometimes tried to take advantage of those in other states. In some instances one state would not permit goods from another state to be sold within its borders. Additionally, one state might not accept the currency of another in payment for goods. For example, Virginia had its own money and Massachusetts had a different currency. Virginia might not accept money from Massachusetts. Because of all the trade restrictions, many businesses failed, causing bankruptcies and impoverished conditions.

Graphic Organizer 7



Graphic Organizer 8



Name:

Date:

Chapter 10: The Civil Rights Movement, 1960-1971

Sequencing Events

Directions: To complete this Civil Rights Timeline, use the information in your textbook to determine the year in which the following events took place. Write that date on the line in the first column at the left. Then place the events in the correct order by writing the numbers 1-10 on the lines in the second column.

Date	Order	Event
_____	_____	The Student Nonviolent Coordinating Committee (SNCC) was founded.
_____	_____	Edgar Ray Killen was convicted in the June 1964 Philadelphia murders of three civil rights workers.
_____	_____	Congress passed the Voting Rights Act.
_____	_____	A sniper murdered Medgar Evers.
_____	_____	Robert Clark became the first black in the state legislature since 1894.
_____	_____	Mississippi's schools began to be integrated.
_____	_____	Byron De La Beckwith was tried and convicted for the murder of Medgar Evers.
_____	_____	James Meredith gained admission to the University of Mississippi.
_____	_____	Klansmen firebombed Vernon Dahmer's Hattiesburg home, killing him.
_____	_____	Governor Paul B. Johnson Jr.'s inaugural address set a tone of positive leadership. Byron De La Beckwith was first tried for the murder of Medgar Evers. Freedom Democratic Party was established in Mississippi. The Civil Rights Act ended segregated public facilities.

Name:

Date:

Chapter 10: The Civil Rights Movement, 1960-1971

Vocabulary

Directions: Match each of the terms in the left column to the correct definition in the right column. Write the letter of your answer in the space provided.

- | | |
|--|--|
| _____ 1. College Board | A. a program during World War II that allowed naval personnel to enroll in college, which would lead to their qualifying to become commissioned officers |
| _____ 2. Freedom Schools | B. a parade or march in protest of a perceived wrongdoing |
| _____ 3. tear gas | C. members of the all-white regular Mississippi Democratic Party |
| _____ 4. mistrial | D. an organization composed of representatives from various civil rights groups, such as the NAACP, SCLC, SNCC, and CORE, that conducted Freedom Schools and voter registration drives in Mississippi in the 1960s |
| _____ 5. Navy V-12 Program | E. a thirteen-member board appointed by the governor that supervises the state's colleges and universities |
| _____ 6. Congress of Racial Equality | F. a protest in which people refuse to buy certain items until specific conditions are met |
| _____ 7. Freedom Democratic Party | G. a trial that has no legal effect because of some error in the proceedings or because of a hung jury |
| _____ 8. federal marshal | H. a protest where people enter a public facility and refuse to leave until their demands are heard |
| _____ 9. hung jury | I. a group of blacks who challenged the all-white regular Mississippi Democratic Party's delegation at the 1964 national Democratic Convention in Atlantic City, New Jersey, claiming that it was loyal to the national party organization |
| _____ 10. loyalists | J. schools organized by COFO to encourage blacks to exercise their rights as American citizens, by informing them about the voter registration procedure and teaching them how to answer questions designed to make it difficult to register |
| _____ 11. demonstration | K. a group that is unable to agree on a verdict |
| _____ 12. white flight | L. a civil rights organization founded in 1957 by Dr. Martin Luther King Jr. and others to coordinate protest activities across the South |
| _____ 13. SCLC | M. a civil rights organization founded in 1942 to promote a nonviolent approach to combating racial prejudice; it held the nation's first sit-in in Chicago |
| _____ 14. firebomb | N. murder of a prominent person, usually for political reasons |
| _____ 15. regulars | O. the departure of whites from neighborhoods or schools increasingly or predominantly populated by minorities |
| _____ 16. sit-in | P. a substance that blinds the eyes with tears and is used for dispelling mobs |
| _____ 17. assassination | Q. a law enforcement officer of a federal judicial district who carries out court orders |
| _____ 18. boycott | R. members of the Freedom Democratic Party, which claimed to be loyal to the national party organization |
| _____ 19. Council of Federated Organizations | S. to launch an attack with a bomb that could start a fire |

Name: _____ Class: _____

Reconstruction

By UShistory.org
2016

This text discusses Reconstruction, or the period of rebuilding following the Civil War. The Civil War lasted from 1861 to 1865 and was fought between the northern states, known as the Union, and rebellious southern states, known as the Confederacy. The Union won the war and had to decide how to bring the country back together again, leading to the controversial Reconstruction Era. As you read, identify the goals of the Radical Republicans, President Andrew Johnson, and Southern Democrats during the Reconstruction era.

After the Civil War ended in 1865, The United States needed to rebuild, particularly in the devastated¹ southern states. The period following the Civil War in which this rebuilding took place is referred to as Reconstruction. It lasted from 1865 to 1877. It was a time of great pain and endless questions. On what terms would the Confederacy of southern states be allowed back into the Union? Who would establish those terms: Congress or the President? How would freed blacks be treated in the South? Did the end of slavery mean that black men would now enjoy the same status as white men? What was to be done with the Confederate leaders, who were seen as traitors² by many in the North?



"A Visit from the Old Mistress" by Winslow Homer is in the public domain.

Founding the Reconstruction Era

The military conflict was over. But in many ways, Reconstruction was still a war. Many radical Northerners³ wanted to punish the South. Many Southerners were desperate to preserve⁴ their way of life.

The way of life for African-Americans, though, was bound to change. Congress approved three amendments⁵ to the Constitution that changed African-American rights. The Thirteenth Amendment formally abolished⁶ slavery in all states and territories. The Fourteenth Amendment promised all men, including African-American men, equal protection under the law. And finally, the Fifteenth Amendment gave African-American men the right to vote. For a southern state to be readmitted to the Union, it had to ratify, or approve, these new amendments. Although they were positive steps towards racial equality, they proved difficult to enforce.

1. **Devastate** (*verb*): to destroy
2. **Traitor** (*noun*): someone who betrays their country
3. The radical Northerners aimed to create extreme changes in American politics. They sought to promote racial equality and increase federal protection against states' rights to discriminate against African Americans. They formed the bulk of the "Radical Republicans."
4. **Preserve** (*verb*): to keep (something) in its original state

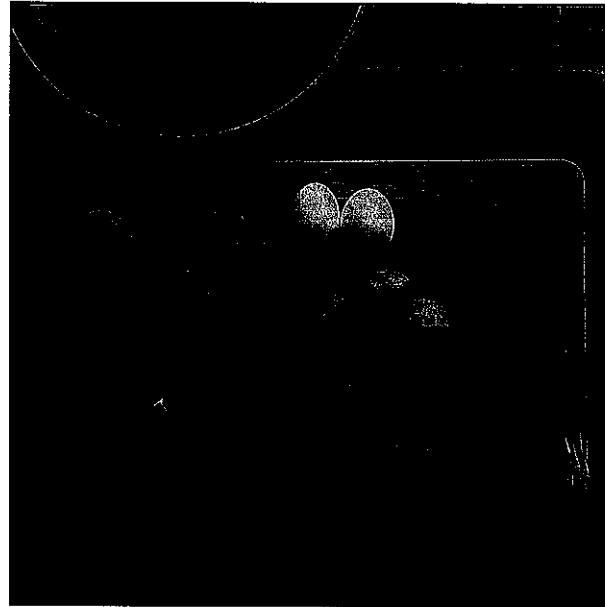
Name: _____ Class: _____

Self-Care

By Set to Go
2019

Taking care of ourselves is part of becoming independent. This informational text explores some important self-care strategies and the benefits of practicing them. As you read, take notes about strategies for taking care of yourself and the possible benefits of those strategies.

[1] How often have you heard people say “take care” or “take care of yourself”? Have you ever stopped to wonder what that means exactly? How do you “take care of yourself”? Well, keeping your mind and body healthy and safe is fundamental¹ to staying alive and thriving as a person. This would include things like making sure you get enough sleep and eat a healthy diet. It would include taking steps to get healthy if you are ill, managing the stress in your life effectively and making choices to keep yourself safe. Being safe also means not misusing dangerous substances, driving safely and not taking needless physical risks. There are a lot of things you need to do to “take care of yourself” but many of these things are not that hard to do.



“Chopping Ingredients” by Katie Smith is licensed under CC0

Luckily, we are built with automatic alert mechanisms.² If we pay attention, our bodies let us know when we are tired, need to rest or need to sleep. We feel hungry when we need to eat and often feel sick when we eat too much food that is not healthy for us.

Even though our bodies give us plenty of information, we still need to learn how to pay attention and respond when our body tells us that it needs something. We need to learn how to make good choices about what will keep things from going wrong or from putting ourselves into unhealthy or unsafe situations.

As young children, our parents, family, and caretakers make most of our health decisions for us. They work to keep us safe. As we grow, we have to combine our experiences and what we learn about the world to keep ourselves safe. We need to learn to interpret³ the signals our bodies provide and understand how to respond. As we grow up we will manage more and more of our own self-care.

1. **Fundamental (adjective):** necessary
2. a natural process by which something takes place
3. **Interpret (verb):** understand

Self-Care Strategies

- [5] Your body is an extraordinary machine. It changes over time, interacts with the world, adapts to different environments, and can usually fix itself when broken or wounded (sometimes with some help). But, like other machines, it needs proper fuel (nutrition), rest (sleep) and maintenance (exercise) to function properly. Without attention to these basic needs, the machine can become less efficient⁴ and you can get sick. A way we can stay healthy and prepare for future challenges is to maintain positive self-care strategies.

Sleep

Believe it or not, you're supposed to get between 9 – 9 ½ hours of sleep per night – when was the last time you got that much sleep? Sleep and rest are incredibly important for your well-being — it's a simple life skill (even if it is not always so simple to get the right amount of sleep) that can have a really positive impact on many parts of your life. Good sleep improves learning, concentration, memory, mood, attitude, energy, digestion, and heart health; it promotes growth, performance, and safety. No one exactly knows how sleep happens, but we know that during sleep we are taking in less information from the outside world and organizing information in our brains. And we can't go for long without sleep before our functioning suffers dramatically. Have you ever stayed up for a full 24 hours? How did you feel? People who are sleep deprived typically have trouble doing fairly simple things they can usually handle – like writing or driving. A good rule of thumb is that if you're feeling tired, moody, sick or just off, try getting a good night's sleep! Young people typically need at least 8 hours of sleep a night to feel and function well – and many actually need more than 8 hours. A bit of good news is that if you miss out on getting enough sleep one night, you can usually make up your sleep deficit⁵ by getting a good night's sleep the next.

Nutrition

Good nutrition is another life skill that can promote emotional and physical health. How long could you survive without food or water? Actually, you cannot survive more than a few days without food or water. But having the right fluids and food is not just a matter of survival. Our bodies are so complex that we need a wide variety of fluids and different types of materials to keep us healthy. We burn carbohydrates as fuel, use protein to produce new cells and tissue (a constant process) and use fat to store energy. We need fluids to move materials about in our bodies (through our bloodstream) and electrolytes to allow our nerves and muscles to fire. You should aim for a balanced diet and avoid things such as too much caffeine or sugar. Remember that when your body is healthy and in nutritional balance, you're bound to feel your best — and feeling your best can boost your emotional health.

4. **Efficient** (*adjective*): working in a well-organized way
5. **Deficit** (*noun*): the amount by which something is too small

Exercise

Another life skill that will benefit your emotional and physical health is exercise. Just as your body needs rest to repair itself, your body also needs to be used regularly to work most efficiently. The way we use our bodies is by moving. When you think about it, exercise is just moving in an organized (and sometimes repetitive) way. But working our bodies in this way helps just about every part of our bodies. Of course exercising works our muscles, but it also works our hearts and lungs when we do it over some time (this is commonly called "cardio" or aerobic conditioning). Many exercises also strengthen our bones and there is even evidence that exercise makes our brains work more efficiently too!

It's true that exercise can boost your mood and release stress. It can be a good way to take your mind off your problems and help you cope. Exercise is good for physical strength, energy, and stamina. It helps release "feel-good" hormones called endorphins. Exercise doesn't solve problems, but it is a life skill that can boost your ability to face them.

- [10] You don't have to belong to a gym or run a marathon to get helpful exercise. It is just fine if you get exercise in the normal course of events – walking to school, playing ball, mowing the lawn, taking a hike, doing dishes or laundry are all exercise. The goal is simply to work as many different parts of your body on a regular basis and to keep moving for 20-30 minutes several times each week.

Living a balanced life.

Besides taking care of your physical and mental health, what is self-care? It's the skills that allow you to take care of yourself, and to take responsibility for all the things that go into managing your life. When you're independent and no longer living with your parents or guardians, it's going to be up to you to develop the skills to manage your "stuff" on your own.

As you grow older, you will likely come to realize that more often than not moderation – living between the extremes – is a pretty good way to have a life that can balance enjoyment and health and safety. Take food as an example; consuming too little or being too limited about what you eat can be dangerous. Overdoing it is also a dangerous idea and can lead you to be unhealthy in other ways. Or, consider studying. It is definitely good to be responsible; to take your schoolwork seriously and put the necessary time into it. At the same time, you need to be able to balance that with some enjoyment, recreation, and exercise. This will help you be more effective in your work but also make you healthier.

As we grow up we are constantly exposed to new opportunities, possibilities and "adventures." Some of these things are exciting and enticing. But many, especially if overdone (like eating, drinking alcohol) can involve some risk or danger. So on the one hand, it is great to find ways to have some fun and explore new people, places, and activities. But remember, too much, even of things that might be exciting or enjoyable, can lead you to risk or be bad for your health.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
 - A. Not everyone has time for self-care, but it's important to try.
 - B. Self-care involves avoiding unhealthy food, stress, and risky situations.
 - C. Some people's bodies respond better than others to self-care strategies.
 - D. Responding to bodily signals and practicing self-care strategies can improve physical and mental health.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "As young children, our parents, family, and caretakers make most of our health decisions for us." (Paragraph 4)
 - B. "But, like other machines, [the body] needs proper fuel (nutrition), rest (sleep) and maintenance (exercise) to function properly. Without attention to these basic needs, the machine can become less efficient and you can get sick." (Paragraph 5)
 - C. "People who are sleep deprived typically have trouble doing fairly simple things they can usually handle - like writing or driving." (Paragraph 6)
 - D. "So on the one hand, it is great to find ways to have some fun and explore new people, places, and activities." (Paragraph 13)

3. What is the author's main purpose in the text?
 - A. to teach readers how to set self-care goals
 - B. to teach readers some strategies for self-care
 - C. to reassure readers about the decisions they're making
 - D. to reassure readers that they don't have to think much about self-care

4. What connection does the author draw between sleep and simple tasks?
 - A. They both require focus and dedication.
 - B. They both seem very difficult because life is so busy.
 - C. Getting too little sleep can make simple tasks very difficult.
 - D. Getting enough sleep means there are fewer simple tasks to do.

5. How do the self-care strategies detailed in the text lead to improved physical and mental health? Cite evidence from the text in your response.

The Theory of Nonviolence

Civil Rights movement

1. This lesson focuses on nonviolence, which was at the heart of the modern civil rights movement. (Note: Write the word “nonviolence” on the board.) Brainstorm what you think it means to be nonviolent. List your ideas in your folder.

1. _____

2. _____

3. _____

2. An important leader in the development of nonviolence as a political strategy was Mohandas Gandhi, who led India’s successful nonviolent struggle for independence from Britain in the early 20th century. Martin Luther King, Jr. was greatly influenced by Gandhi’s teachings; through Reverend King, nonviolence became a cornerstone of the movement for African-American equality in the mid-20th-century. Much of what you will learn about nonviolence in this lesson can be traced back to Gandhi. Look at the handout “Six Principles of Nonviolence

Nonviolence in Action: Primary Sources

3. What did the theory of nonviolence look like when civil rights activists used it? To find out, you’re going to read some primary source documents—that is, documents that were actually written during the civil rights movement. First you will look at the “SNCC [pronounced “Snick”] Statement of Purpose.” The Student Nonviolent Coordinating Committee started in 1960, formed by students—both black and white—who had been involved in the lunch-counter sit-ins. Read the “SNCC Statement of Purpose” and answer the questions that follow. Doing so will help you understand what nonviolence meant to the members of SNCC, and why they believed it was the best way to create a more just society.

4. Then read “CORE Rules for Action.” You can find the document at: <http://crmvet.org/docs/corerules.pdf>. CORE is the Congress on Racial Equality. It was founded in 1942 and became a key organizing force during the activism of the 1950s, ’60s and beyond, and was firmly committed to nonviolence. After you read the CORE document, discuss with a sibling, parent or friend what it adds to your understanding of nonviolence in the civil rights movement.

5. Finally, look at a third document. You can find it at: www.crmvet.org/docs/nv_core_workshop.pdf. Read “Workshops in Nonviolence—Why?” By yourself, and answer the questions: What is the purpose

of this document? Why did CORE believe it was important to train people in nonviolence? What, if anything, surprises you about this document? Why?

Nonviolence in Action: Research and Application

6. What did those principles of nonviolence look like in practice? Choose one of the following events from the civil rights movement: Montgomery Bus Boycott; integration of Little Rock Central High School in Little Rock; lunch-counter sit-ins; voter registration drives; Birmingham Children's March; 1963 March on Washington; march from Selma to Montgomery. Research your chosen event. After you have read about the event, copy the "Six Principles of Nonviolence" onto a piece of paper. See how—or if—each principle was part of the action you have read about. Record your finding in your tablet.

Nonviolence Today

7. Think about how nonviolence might be a way to approach injustice today. Brainstorm some current examples of injustice. The problems might be in your own community—for example, maybe there are homeless people living on the street—or they might be larger-scale—for example, racial profiling by police or workplace discrimination faced by Muslim Americans. Choose one of the problems to focus on. Recall the different nonviolent strategies that were used during the civil rights movement. Which, if any, of these strategies might be useful for addressing the problem you're looking at? Why do you think they would be useful? Which, if any, might not be so useful for addressing the problem? Why do you think they would not be useful? How effective might nonviolence be in dealing with current problems?

Six Principles of Nonviolence

1. Nonviolence is not passive, but requires courage
2. Nonviolence seeks reconciliation, not defeat of an adversary
3. Nonviolent action is directed at eliminating evil, not destroying an evil-doer
4. A willingness to accept suffering for the cause, if necessary, but never to inflict it
5. A rejection of hatred, animosity or violence of the spirit, as well as refusal to commit physical violence
6. Faith that justice will prevail

SNCC Statement of Purpose

We affirm the philosophical or religious ideal of nonviolence as the foundation of our purpose, the presupposition of our faith, and the manner of our action. Nonviolence as it grows from Judaic-Christian traditions seeks a social order of justice permeated by love. Integrating of human endeavor represents the crucial first step towards such a society. SNCC believes that through nonviolence, courage displaces fear; love transforms hate. Acceptance dissipates prejudice; hope ends despair. Peace dominates war; faith reconciles doubt. Mutual regard cancels enmity. Justice for all overthrows injustice. The redemptive community supersedes systems of gross social immorality. SNCC is convinced that by appealing to conscience and standing on the moral nature of human existence, nonviolence nurtures the atmosphere in which reconciliation and justice become actual possibilities.

According to the SNCC Statement of Purpose: On what would a nonviolent social order rest?

How does integration relate to that social order?

What can nonviolence bring about?

How does nonviolence bring about those realities?

Introduction

Civil Rights Movement

1. What do you already know about the obstacles that civil rights activists faced as they struggled to gain legal equality? For example, you probably know that Rosa Parks was arrested for refusing to give up her seat on a bus. Getting arrested was something people risked when they stood up for their rights. As a class, brainstorm more examples of what happened to civil rights activists as they worked for freedom. Then look at photos on the handout of some incidents during the struggle. Add these situations to your list of ways that some white Southerners—many of whom were law officers—resisted the movement for equal rights. In this lesson you will learn more about the resistance that civil rights activists faced and overcame in their struggle

You read about the people you have been assigned. For each person, you will need two sheets of notebook-sized paper cut in half horizontally. On one sheet, write the name of the person you read about. On another, write that person's race and age. On a third piece, write who killed them, and on a fourth page, write why they were killed.

3. What do you notice about the race and age of the people who were killed? Is there a pattern? Were most of them white or black? Were most young or old? Have each group share whatever pattern it discovered. Follow the same procedure with the next two columns: "Who killed them" and "Why They Were Killed."

4. Some of the people you have learned about were killed simply for being black. Others had chosen to act for equal rights knowing that they might be injured or killed. Why do you think some people willingly risked their lives? Write a statement that could be posted at a civil rights memorial in honor of the people you have learned about. Your memorial statement should include:

- summary statements about the people and why they were killed
- an explanation of why people were willing to risk their lives for civil rights
- a statement that explains how their sacrifices furthered the cause of civil rights
- a statement about why it is important to know their names and to remember their sacrifices

5. Struggles for equal rights continue. For example, in the United States today, LGBT people are working to gain legal equality. Do a search to find out about their efforts and about resistance to those efforts. Using as a model the profiles of 40 people who gave their lives for civil rights, tell the story of one person who suffered simply because of his or her sexual orientation or because he or she was fighting for equal rights.

Extension Activity

Intimidation, threats and violence all contributed to keeping African Americans at second-class status. You have learned about those who died in the struggle for equal rights. But many took risks and suffered in other ways. As an extension activity, learn more about other forms of resistance and retaliation that African Americans faced. Start with these examples: Listen to Fannie Lou Hamer (www.nbclearn.com/_portal/site/learn/finishing-the-dream/1964-spotlights) talk about being evicted from her home because she registered to vote. Read about Massive Resistance (www.vahistorical.org/civilrights/massiveresistance.htm), a movement dedicated to closing public schools rather than implementing court-ordered integration. Look at photos (www.crmvet.org/images/imgstrug.htm), including a white man pouring acid into a swimming pool that black children had integrated. Find other examples of ways that whites tried to prevent African Americans from exercising their rights. Share the examples with the class.