

Vocabulary Practice Text

May 5, 1963



Read this vocabulary practice text. As you read, pay special attention to the vocabulary words in blue.

At the beginning of May, 1963, some friends and I went out into the soupy Birmingham heat to join a protest march. More than one thousand kids came out that day. Some wore their “Sunday best”—suits and ties, dresses and hats—just like the adults did when they protested with Dr. Martin Luther King, Jr.

We all were joined in a common purpose: to raise our voices in **dissent** against the discrimination we experienced. We were protesting limits on our freedoms. We were protesting legal segregation and the many ways these unjust laws **constrained** our lives.

Earlier that year, my father had been arrested during another march. Like me, he was protesting the Jim Crow laws that ruled our lives. Having to drink from a separate water fountain, use a separate restroom, sit in a separate part of the movie theater—that was part of it. These laws also limited peoples’ access to education, jobs, and even healthcare. Every Black person I knew had **anecdotes** about unfair treatment.

In the days before, other young marchers had set out. Around two thousand of them had been arrested. We all dispersed, but we were not deterred. Dr. King told us to set out again the next day, and so we had. We carried signs that we had made and sang freedom songs. A crowd gathered and the police came as well.

However, today was different than yesterday. Today the crowd joined us and we all lifted our voices together. We marched together knowing that we would overcome these unfair laws. We marched together today on our path to **redemption**. ❖

Notes

Build Reflect Write

Apply Understanding

Write your answers in your notebook or e-notebook. Use your text annotations to help you cite text evidence. Each answer should be 1–2 paragraphs.

- 1 How does Thurgood Marshall incorporate chronological connections in these paragraphs to support his argument? Cite specific examples that show the relationships between events in the text.
- 2 How well does Thurgood Marshall support his claim that he sees a nation not “of unity but of division” (paragraph 5)? Cite specific reasons and evidence from the text to support your answer.

Build Knowledge Across Texts

- 3 Why is it important for different groups of people to have a voice in government? Cite evidence from at least two of the texts you’ve read in this unit to support your answer.

Build Knowledge

Discuss Your Knowledge Blueprint

Look back at your knowledge blueprint. Talk with a partner about these questions:

- How did Herman Sweatt show determination?
- Why does Thurgood Marshall say that fear prevents us from becoming a free and just society?
- What role does the legal system have in promoting and preserving our freedoms?

Build Toward the Culminating Task

Write Interview Questions

During this unit, you will create interview questions for a famous American.

Step 3: Choose Who to Interview

Look back at this week’s text. Consider the life contributions of Thurgood Marshall, then select a subject to interview.

What would you want to ask Thurgood Marshall if you could interview him?

Whom will you choose to interview? Why?

