

Name _____

Period _____

Due Date: **Friday, April 11th**

Civil Rights and the 1950's Crash Course US History #39



Connection to Alan Brinkley Text: Chapter 28 & 29

Directions: As you watch Crash Course World History, listen attentively and take notes in the space provided (A), then define the Vocabulary used in the video (B), answer the Guiding Questions (C), and provide a Summary (D) in your own words.

(A) Notes: Note taking strategies are an essential part of learning. In college, for example, students are expected to take notes while listening to a lecture (at full speed). The strategy below is a helpful way to take notes and to make sense of what is being taught.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

(B) Vocabulary: In one complete sentence, explain the significance of the person, place or thing.

1. Mendez v. Westminster:
2. NAACP:
3. Thurgood Marshall:
4. Eisenhower:
5. Desegregation:
6. Brown v. Board of Education:

(C) Guiding Questions: Guiding Questions: Answer the questions in one complete sentence and use the vocabulary above when possible.

1. What were the two causes of the "consensus culture?"
2. What was the "classic" example of suburbanization?
3. Complete the quote: "In the South, public accommodations were segregated by law, while in the North it was usually happening by custom or _____ segregation."
4. Who wrote the mystery document?
5. In what year was Rosa Parks arrested?
6. John Green says that during the 1950s there was **systemic inequality**. What does this mean?

(A) (D) Abstract: Abstract: Summarize the information in one academic paragraph– in your own words, what are the main ideas that can be taken away from this video? (3-5 complete sentences)