

Martin Luther King Jr.

The story behind one of the most influential men in our nation's history.

Early Life

Martin Luther King, Jr. was one of the leading men involved in the civil rights movement. King was born in Atlanta, Georgia. King's family environment discouraged any prejudice based on race, religion or economic situation. These lessons would be the founding base for King's beliefs for the rest of his life. By 1948, King attended *Morehouse College* and then *Crozer Theological Seminary* in Chester, Pennsylvania. He graduated when he was 25 years old and became pastor of the *Montgomery* Alabama church.



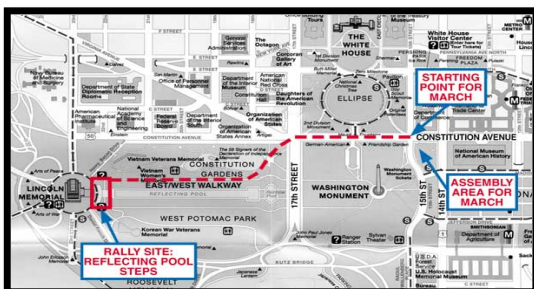
Dr. King gives his famous "I Have a Dream" speech.

Rise of Civil Rights

December 1, 1955 was the date that *Rosa Parks*, a Black American woman, refused to give up her seat to a white person. She was arrested. The segregation and prejudice of the time was bad and the local chapter of the NAACP met with King and other community members to change the laws of the bus system. King was elected to speak to the community and this was the start of his career on the road to the many protests against unfair situations. He encouraged and participated in all types of non-violent protests for freedom. In 1956 King organized a demonstration in Birmingham, Alabama. Police turned their hoses on the demonstrators and the attention for mistreatment became national news.

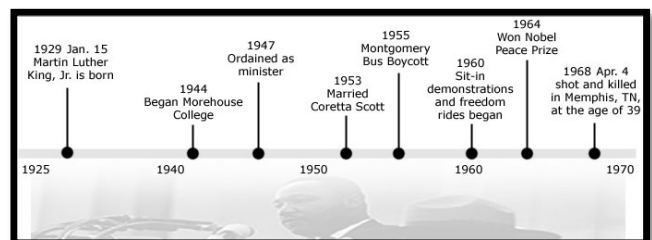
His Impact

King worked with others to organize a large demonstration to Washington, D.C. over 200,000 people showed up and it was there, at the podium, that Dr. King gave his famous "I have a dream" speech. Tensions were mounting in cities and towns across the country and it became obvious that



The map of the March on Washington

change in discrimination had to occur. Dr. King's actions helped the passage of the 1964 Civil Rights Act and Dr. King received the Nobel Peace Prize. On April 3rd, while standing on a balcony in Memphis, Tennessee, he was killed by a sniper bullet from a former convict and one that was discontented with the message that Dr. King was sending.



Text Feature Find

Use the color code below to identify the text features in the article.



Title



Heading



Map



Caption



Bold



Photograph



Italics



Link



Subtitle

What text features do you NOT see in the article?

Answer the following questions about the text features:

1. What was the purpose of the map in the article?

2. Based on the main idea of the third paragraph, what could be another possible heading? Explain.

3. Explain why the author decided to make the word 'segregation' a bold word in the second paragraph.

4. What is the purpose of the timeline in the article?

PREVIEW

Rosa Parks

How Rosa became the 'Mother of Freedom'.

Childhood

Rosa Louise McCauley was born February 4, 1913 in Tuskegee, Alabama. Her family moved to her grandparents' farm in Pine Level, Alabama. Pine Level supported the idea of separate but equal. White children rode a bus to their newly built school while African-American children had to walk to a one-room schoolhouse that didn't have enough desks or supplies.

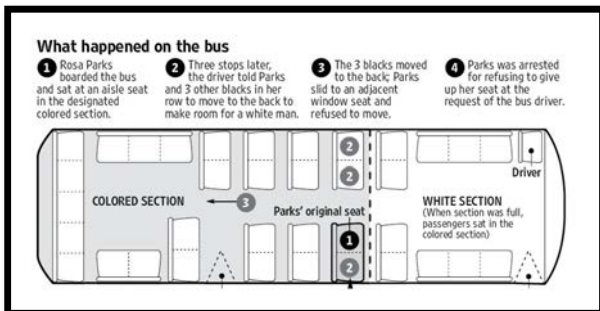
The Start of Something New

In 1931, Rosa married Raymond Parks. He was a barber who was actively involved in the National Association for the Advancement of Colored People (NAACP). Rosa Parks was the first woman to join the Montgomery chapter of the NAACP. On December 1, 1955, a bus driver asked her to give her seat on a bus to a white male passenger. She refused. She was arrested and fined \$10 plus court costs (\$4) for violating a ordinance that said a bus driver could assign seats. The Montgomery Women's Political Council provided and distributed a flyer throughout Montgomery's black community which was followed by a boycott, asking every Negro to stay off the buses Monday in protest of the arrest and fine. This non-violent protest was successful. Ninety percent of Montgomery's population, estimated to be around 42,000 protesters, walked, carpooled or took cabs. The boycott lasted 381 days. The bus company lost a lot of money.



Success

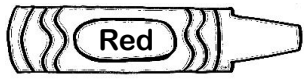
The United States Supreme Court ruled that the Montgomery segregation law was unconstitutional, and on December 20, 1956, Montgomery officials were ordered to desegregate buses. The civil rights movement



led to the Civil Rights Act of 1964 - which made it illegal to refuse employment to an individual on the basis of race and made segregation at any public facility against the law. Rosa wrote four books, *Rosa Parks: My Story*, *Quiet Strength*, *Dear Mrs. Parks: A Dialogue With Today's Youth* and *I Am Rosa Parks*. At the ceremony where President Bill Clinton presented Mrs. Parks with the Medal of Freedom, she was called "the first lady of civil rights" and "the mother of the freedom movement". This medal is the highest award given to a civilian in the US. Time Magazine named her one of the 100 most influential people of the 20th century. She died October 24, 2005.

Text Feature Find

Use the color code below to identify the text features in the article.



Title



Heading



Diagram



Italics



Bold Word



Photograph



Sk

What text features do you NOT see in the article?

Answer the following questions about the text features:

1. What was the purpose of the diagram in the article?

2. What could be a caption that is written under the diagram in the article?

3. Would the text feature of a map work in this article? Explain why or why not.

4. What could be another heading for the third paragraph? Explain.

PREVIEW

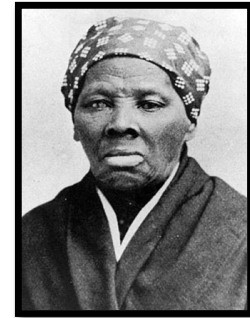
Harriet Tubman

How One Slave Led Many Others to Freedom

Childhood

Harriet Tubman was born a slave on a plantation in Maryland. Historians think she was born in 1820. Her birth name was Araminta Ross, but she took the name of her mother, Harriet, when she was thirteen.

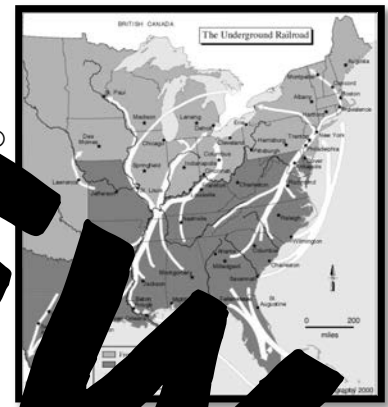
Life as a slave was difficult. Harriet first lived in a one-room cabin with her family that included eleven children. When she was only six years old, she was loaned out to another family where she helped take care of a baby. She was sometimes so hungry she got to eat table scraps. Later Harriet worked a number of jobs on the plantation such as plowing fields and loading produce onto wagons. At the age of thirteen Harriet received a horrible head injury when she tried to throw an iron weight at one of his slaves, but hit Harriet instead. The injury nearly killed her and caused her to have dizzy spells and blackouts for the rest of her life.



Harriet Tubman became an essential person in the success of the Underground Railroad.

The Underground Railroad

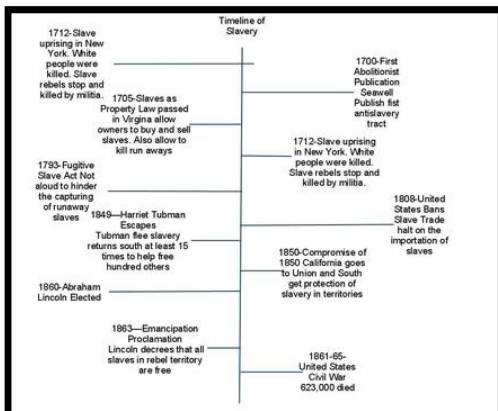
During this time there were states in the north in United States where slavery was outlawed. Slaves who wanted to escape to the north using the Underground Railroad (which wasn't really a railroad. It was a number of safe homes (called stations) that hid slaves as they traveled north. The people that helped the slaves were called conductors. Slaves would move from one station at night, hiding in the woods or sneaking onto trains until they finally reached the north and freedom. In 1849 Harriet decided to escape. After a long and scary trip she made it to Pennsylvania as a free woman.



Leading Others

In 1850 the Fugitive Slave Act was passed. This meant that slaves could be taken from free states and returned to their owners. In order to be free, slaves now had to escape to Canada. Harriet wanted to help others, including her family, to safety in Canada. She joined the Underground Railroad as a conductor. Harriet became famous as an Underground

Railroad conductor. She led nineteen different escapes from the south and helped around 300 slaves to escape. Harriet was truly brave. She risked her life and freedom to help others. Harriet's bravery and service did not end with the Underground Railroad, she also helped during the Civil War. She helped to nurse injured soldiers, served as a spy for the north, and even helped on a military campaign that led to the rescue of over 750 slaves. To learn more, please go to: kidskonnnect.com/people/harriet-tubman/



Text Feature Find

Use the color code below to identify the text features in the article.



Title



Heading



Map



Caption



Bold



Photograph



Hyperlink



Link



Subtitle

What text features do you NOT see in the article?

Answer the following questions about the text features:

1. What was the purpose of the title line in the article?

2. If we were to write a caption for the map, what might the caption say? Explain.

3. Explain why the author decided to make the word 'conductors' a bold word in the third paragraph.

4. What is the purpose of the hyperlink in the article?

PREVIEW

Frederick Douglass

From Slavery to Success



Early Years

Frederick Douglass was a former slave and the son of a white father whom he never knew and an African-American mother that died when he was ten years old. Douglass was a human rights leader, an eloquent speaker and the first African-American citizen to hold a high position in the United States government. Douglass was a supporter of women's rights and believed in a world where the color of someone's skin shouldn't be a consideration of

treatment or education. In the early 1800's it was against the law to educate a slave. Frederick Douglass was luckily sent to a home to live where the white woman in the household began to teach him to read. Later, he learned from other white students and his neighbors and then started his journey into being a self-taught individual. Reading newspapers of the day helped Douglass to come to realize how wrong slavery was and he became familiar with the abolitionists (people who wanted to free the slaves). Douglass was 'owned' by a tobacco plantation owner and a few of them were brutal in their physical treatment of him.

Road to Freedom

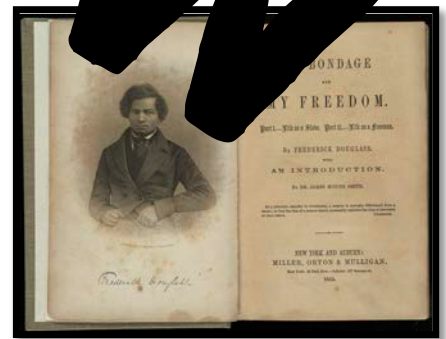
He tried to escape slavery twice and finally succeeded with the help of a free black woman who gave him papers to show he was free. He settled in a community that had a lot of free African Americans and he continued to follow the writing of some of the abolitionists. Douglass began to attend abolition meetings and talk about slavery as a slave. One man was so impressed he wrote an article about Douglass and encouraged him to continue speaking engagements which led to the publishing of his autobiography: *Narrative of the Life of Frederick Douglass: an America Slave*. The book became an immediate best seller. It was so well-written that some accused him of lying, as no one that had not received an education could write so well.

A Free Man

In 1847 he returned to the United States as a free man. Upon his return, he produced a number of abolitionist newspapers:

- *The North Star*
- *Frederick Douglass Weekly*
- *Frederick Douglass' Paper*
- *Douglass' Monthly*
- *New National Era*

By the time the Civil War came about, Douglass had become one of the most famous black men in America. He spoke with President Lincoln on treatment of the black soldier and then later with President Andrew Johnson on black suffrage. In 1872 was the first black American to be nominated for Vice President of the United States.



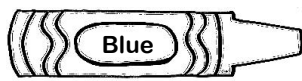
Douglass' book was so well written, some believed it all to be a lie.

Text Feature Find

Use the color code below to identify the text features in the article.



Title



Heading



Italics



Caption



Bold



Photograph



Bullets



Parent



Subtitle

What text features do you NOT see in the article?

Answer the following questions about the text features:

1. What was the purpose of the bullets in this article?

2. Why did the author use parentheses right next to a bold word in this article?

3. Even though the word 'newspaper' isn't a difficult word, it's still bold. Explain why.

4. What could be another heading for the section 'Road to Freedom'?

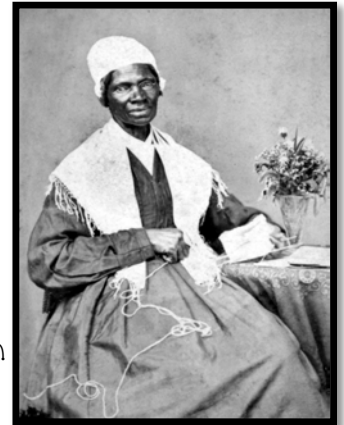
PREVIEW

Sojourner Truth

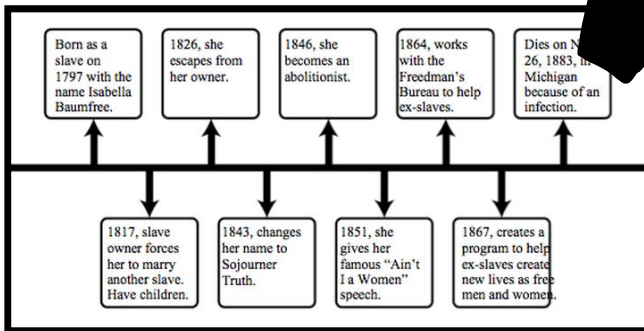
A Woman of Truth & Change

The Beginning

Sojourner Truth was one of the most powerful advocates the abolitionist and women's movements ever had. Tall with a commanding presence about her, she worked tirelessly for both the end of slavery and the beginning of new rights for women. She was born into slavery in 1797, in Hurley, New York. Her birth name was Isabella Baumfree and she was one of 13 children but never got to know her siblings because they were all quickly sold. She was enslaved in a Dutch settlement that was only Dutch until she was 11. She worked for a total of five masters until she gained her freedom with the passage of the New York Antislavery Law of 1827. She was married and had five children.



She lived in New York for a while and gained an appreciation for religion, education, and public speaking. From that point onward, she devoted her life to speaking out in public, first in support of the abolition of slavery and then against the evils of slavery and the oppression of women. She educated many people in the North to the terrible things that slaves had to endure at the hands of their masters, describing in detail beatings and separation of families.

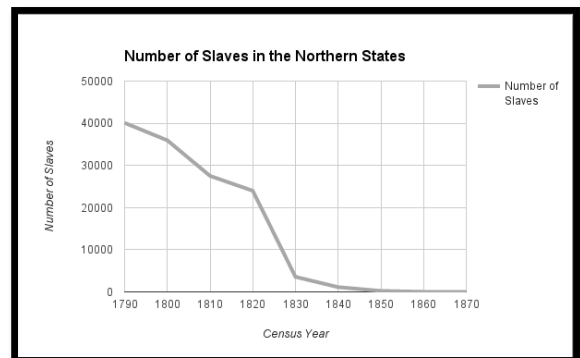


Period of Change

When she changed her name to Sojourner Truth in 1843, in that same year, she arrived at the Northampton Association (Massachusetts) a society of Education and Industry composed of people dedicated to the abolition of slavery.

One of the main results of the antislavery movement in the North was a renewed focus on the rights of women. Truth attended the Women's Rights Convention in 1851 and gave a famous speech titled "Ain't I a Woman?" In this speech, she reminded the large audience that the right to vote shouldn't extend to only white women. She moved to Battle Creek, Michigan, in 1857 and continued to travel and speak out for the rights of slaves and women. She met President Abraham Lincoln, who assured her that he had heard of her and her famous speeches. Amazingly, Sojourner Truth never learned to read or write. She was a powerful speaker, though, and had much to say about the treatment of women and African-Americans.

With the work of Sojourner Truth, and many other abolitionists, the number of slaves drastically decreased over the years.



Text Feature Find

Use the color code below to identify the text features in the article.



Title



Heading



Graph



Caption



Bold



Photograph



Timeline



It



Subtitle

What text features do you NOT see in the article?

Answer the following questions about the text features:

1. What was the purpose of the graph in this article?

2. Why did the author include a photograph in this article?

3. Explain why the word 'oppression' is a bold word in this article.

4. Would the text feature of a 'diagram' be an appropriate text feature to use in this article? Explain why or why not.

PREVIEW