

**Directions:**

print, complete, staple together & submit pages: 1,4,5,6,7,11,12,13

Preview**Legacy of the Marchers on Washington**

Activate Schema. Scan to see what you know about the March on Washington, civil rights, protests for freedom.

Establish a Purpose for Reading. What do you need to learn?

Vocabulary: complete page 6 before reading the selection.

Read & Integrate Knowledge

Predict Picture Relate Monitor Fix

Excerpt from Speech by President Obama at the "Let Freedom Ring" Ceremony at the Lincoln Memorial Commemorating the 50th Anniversary of the March on Washington

Five decades ago today, Americans came to this honored place to lay claim to a promise made at our founding: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness."

In 1963, almost 200 years after those words were set to paper, a full century after a great war was fought and emancipation proclaimed, that promise -- those truths -- remained unmet. And so they came by the thousands from every corner of our country, men and women, young and old, blacks who longed for freedom and whites who could no longer accept freedom for themselves while witnessing the subjugation of others.

On a hot summer day, they assembled here, in our nation's capital, under the shadow of the Great Emancipator -- to offer testimony of injustice, to petition their government for redress, and to awaken America's long-slumbering conscience.

We rightly and best remember Dr. King's soaring oratory that day, how he gave mighty voice to the quiet hopes of millions; how he offered a salvation path for oppressed and oppressors alike. His words belong to the ages, possessing a power and prophecy unmatched in our time.

But we would do well to recall that day itself also belonged to those ordinary people whose names never appeared in the history books, never got on TV. Many had gone to segregated schools and sat at segregated lunch counters. They lived in towns where they couldn't vote and cities where their votes didn't matter. They were couples in love who couldn't marry, soldiers who fought for freedom abroad that they found denied to them at home. They had seen loved ones beaten, and children fire-hosed, and they had every reason to lash out in anger, or resign themselves to a bitter fate.

And yet they chose a different path. In the face of hatred, they prayed for their tormentors. In the face of violence, they stood up and sat in, with the moral force of nonviolence. Willingly, they went to jail to protest unjust laws, their cells swelling with the sound of freedom songs. A lifetime of indignities had taught them that no man can take away the dignity and grace that God grants us. They had learned through hard experience what Frederick Douglass once taught -- that freedom is not given, it must be won, through struggle and discipline, persistence and faith.

That was the spirit they brought here that day... That was the spirit that they carried with them, like a torch, back to their cities and their neighborhoods. That steady flame of conscience and courage that would sustain them through the campaigns to come -- through boycotts and voter registration drives and smaller marches far from the spotlight; through the loss of four little girls in Birmingham, and the carnage of the Edmund Pettus Bridge, and the agony of Dallas and California and Memphis. Through setbacks and heartbreaks and gnawing doubt, that flame of justice flickered; it never died.

And because they kept marching, America changed. Because they marched, a Civil Rights law was passed. Because they marched, a Voting Rights law was signed. Because they marched, doors of opportunity and education swung open so their daughters and sons could finally imagine a life for themselves beyond washing somebody else's laundry or shining somebody else's shoes. Because they marched, city councils changed and state legislatures changed, and Congress changed, and, yes, eventually, the White House changed.

Because they marched, America became more free and more fair -- not just for African Americans, but for women and Latinos, Asians and Native Americans; for Catholics, Jews, and Muslims; for gays, for Americans with a disability. America changed for you and for me, and the entire world drew strength from that example.

Those are the victories they won, with iron wills and hope in their hearts. That is the transformation that they wrought, with each step of their well-worn shoes. That's the debt that I and millions of Americans owe those [...] people who could have given up and given in, but kept on keeping on, knowing that "weeping may endure for a night, but joy cometh in the morning."

On the battlefield of justice, men and women without rank or wealth or title or fame would liberate us all in ways that our children now take for granted, as people of all colors and creeds live together and learn together and walk together, and fight alongside one another, and love one another, and judge one another by the content of our character in this greatest nation on Earth.

Source:

"Remarks by the President at the 'Let Freedom Ring' Ceremony Commemorating the 50th Anniversary of the March on Washington | The White House." *The White House*. Last modified August 28, 2013. <http://www.whitehouse.gov/the-press-office/2013/08/28/remarks-president-let-freedom-ring-ceremony-commemorating-50th-anniversa>

Recall

Comprehension Questions

4

(circle the best answer)

1. What founding promise remained unmet in America in 1963?
 - A Both men and women have the right to vote on their government.
 - B All men are created equal and have certain unalienable rights.
 - C All men should have equal access to education and opportunities.
 - D No person shall be held as a slave in the United States of America.

2. What does President Obama describe at the beginning of the speech?
 - A the marchers on Washington and the injustices they faced
 - B how the March on Washington affected America decades later
 - C Martin Luther King, Jr.'s speech at the March on Washington
 - D boycotts, voter registration drives, and small marches

3. The March on Washington led to new legislation that was a victory for equality. What evidence from the speech supports this conclusion?
 - A African Americans continued to march in their home towns.
 - B Boycotts and voter registration drives were organized after the March.
 - C Civil Rights and Voting Rights laws were signed because people marched.
 - D America became more fair for Latinos, women, and gay people.

4. What is one of the main reasons why President Obama delivered this speech?
 - A to encourage Americans to never give up the fight for justice
 - B to remember Martin Luther King, Jr.'s "I Have a Dream" speech
 - C to dedicate a monument in memory of the March on Washington
 - D to remember and honor the legacy of the marchers on Washington

5. What is this speech mostly about?
 - A how the March on Washington changed America
 - B Martin Luther King, Jr.'s speech at the March on Washington
 - C the ordinary people from across the U.S. who marched on Washington
 - D how the March on Washington brought about a Civil Rights law

6. Read the following sentence: "On the battlefield of justice, men and women without rank or wealth or title or fame would **liberate** us all in ways that our children now take for granted, as people of all colors and creeds live together and learn together and walk together, and fight alongside one another, and love one another, and judge one another by the content of our character in this greatest nation on Earth."

As used in this sentence, what does the word "**liberate**" mean?

- A** to control
- B** to free
- C** to steal
- D** to open

7. Choose the answer that best completes the sentence below.

In the 1960s, many African Americans responded to their oppression with nonviolence, _____ they had been treated violently.

- A** even though
- B** as a result
- C** initially
- D** especially

8. Describe an example of how African Americans practiced nonviolent protest.

9. Explain how the March on Washington changed America over time.

10. "Those are the victories they won, with iron wills and hope in their hearts. That is the transformation that they wrought, with each step of their well-worn shoes. That's the debt that I and millions of Americans owe those [...] people who could have given up and given in, but kept on keeping on, knowing that 'weeping may endure for a night, but joy cometh in the morning.'"

Explain what debt Americans owe the marchers on Washington, and why they owe that debt. Support your answer using information from the speech.



Scales

Jacques Swartz

Preview

Activate Schema. Scan to see what you know about measuring history, dating things, and fossils.

Establish a Purpose for Reading. What do you need to learn?

Vocabulary: complete page 13 before reading the selection.

Read & Integrate Knowledge

Predict Picture Relate Monitor Fix

One way or another, all the events you can recall have an order to them. Or maybe it's more accurate to say: You can give order to your own history any way you like. You can think of the different grades you've been in at school. We all understand there's a difference between middle school and high school, and between kindergarten and first grade. Each of these years of school was different in both easy and hard-to-notice ways. It may be difficult to remember the difference between kindergarten and first grade, but you likely remember which grade you started having different teachers for different subjects.

School grades are one way of organizing history. In this case, time has been organized for you by teachers, so that a plan for education unfolds at the right pace. Someone had a certain progression in mind for you, and so every year your experiences at school changed in different ways.

But every person experiences each year differently. Maybe 3rd and 4th grade seem like a blur, but you can think of ways life was very different living in one town and then moving to live in another. Places you've lived are another way of organizing history. First, you were here; then you were there; now you're here.

Drawings you made, trophies you won, notes you passed with friends—all of these come from different parts of your history, and you can think about them based on how your history is organized.

“Oh, yeah. That’s my Youth League soccer trophy. I was goalie on the Mustangs with Dana that summer. That was in Hoboken, from before we moved to Teaneck.”

“I was pretty good at watercolors, for a second grader! We had Ms. Stephanie. I thought she was scary at first, but she told me I could be an artist one day if I paid attention to the way my colors mixed together.”

Organizing history allows us to put memories in context, to understand more about something we remember, see, or find based on when in our history it happened. The ways we organize our own history are subjective and may change shape over time. But they allow us to step back from the moment-to-moment stream of things that happen to us and understand how we have come to change, gradually, from a greater perspective.

That’s exactly what scientists are looking for when they develop ways of measuring natural history: a way to group many single elements together so that they tell a bigger story on a longer scale of time. And just as we might use grades in school on one occasion, and towns we live in on others, the geologic time scale works well for measuring natural history in some cases, but in others there may be better alternatives.

That being said, analyzing rock strata is one of the best opportunities out there for using a great historical organization scheme, for one simple reason—you can see it. The whole concept is based around the idea you can slice a rock in half—or, better yet, visit a massive exposed rock formation, like the ones at Monument Valley—and clearly see the different parts of your historical time scale. And they’re color-coded—by nature!

The geologic time scale has got to be one of the simplest, most ingenious applications of chronography—the measurement of time—to natural science. All the ideas it’s based on are amazingly, smack-yourself-in-the-head obvious to us today, and yet they have huge implications for the way we’re able to tell how old something in the natural landscape really is—including living organisms, dinosaurs and whole continents.

For example: The idea that layers of rock laid on top of each other go from youngest to oldest as we burrow further down. It's so obvious that we barely even think about it, but without a clear understanding of gravity—and a great deal of observable rock—we could never have come to rely on this principle so solidly.

Another genius foundation for the geologic time scale, and one of the most useful, is the principle of lateral continuity, which says that layers of sediment extend in a consistent manner in all directions. This means if you find two rocks that have matching patterns of strata, but are separated by a river, we can safely assume they were once joined. In other words, just by comparing these beautiful color bars on the side of the rock, we know the river between them wasn't always there.

It's a great example of how ways of measuring history can tell us about so much more than just the objects they're measuring. By examining the composition of each layer of sediment, we come to know more about what the atmosphere and other climatic conditions were like at different times of the earth's history.

By looking at what fossils are present at which layers of sediment, we learn more about when, and in many cases how, certain species came to be extinct. The geologic time scale is what allows us to describe different eras leading up to, during, and after the time dinosaurs roamed the earth. The precise event that's believed to have caused their extinction—called the K-Pg event—is marked by a thin layer of sediment that contains iridium. Iridium is rare in the earth's crust but is commonly found as part of asteroids. The sedimentary layer marking the K-Pg event helped scientists figure out the most accepted theory of why dinosaurs became extinct. And they know this from looking at rocks that are readily available today, but hold information about the world millions of years ago. All because it's the same world!

Of course, not all rock is so fixed that we can observe its inner layers millions of years later, relatively untouched. Plate tectonics remind us of that. Shifting rock, and the shapes it makes result in the creation of new ocean floors, and we realize that oceans are defined so much more by the floor beneath them than by all the water they contain. That's a radical idea worth repeating for a moment: Oceans are defined by the floor beneath them, not only by the water they contain. When plates shift and new ground emerges, the dynamic of the waters around it changes too. Meanwhile, the earth's size remains constant, and as new oceans emerge, old ones are overtaken.

The ways we organize our own history can tell us a great deal about our lives and help us understand the progression of events in a much broader, more insightful way. But every characteristic that has meaning, whether it's the town we live in, the grade we're in, or the teachers and parents we have, will only continue to have meaning in the future. Opportunities open and close, in the wake of shifting plates. Forces far outside our view but fundamental to our lives are constantly in motion. Even the oceans we swim in come to be and disappear on an invisible schedule.

Recall

Comprehension Questions

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(circle the best answer)

1. What does the geologic time scale measure?
 - A sizes of rocks
 - B personal history
 - C natural history
 - D family history

2. The author compares the natural history of the earth to the personal history of people. How are these two types of histories the same?
 - A They both last millions of years.
 - B They both are organized by personal memories people have.
 - C They both require the use of rock strata to be measured.
 - D They both can be organized and put into context.

3. The historical time scale is visible within the rocks. Which evidence from the passages supports this statement?
 - A Layers of sediment extend in a consistent manner in all directions.
 - B Oceans are defined not only by the water they contain but also by the floor beneath them.
 - C You can slice a rock in half and clearly see the different color-coded parts of the historical time scale.
 - D Rocks with matching patterns of strata that are separated by a river were most likely once joined.

4. What are the different color-coded strata of rocks?
 - A marks created by the shifts of plate tectonics
 - B different layers of sediment
 - C paint scientists put on rocks
 - D marks left on rocks from the pressure of other rocks

5. What is this passage mainly about?
 - A how people organize their memories about kindergarten
 - B the creation of new ocean floors
 - C the different strata of rocks
 - D how scientists measure natural history

6. Read the following sentences from the passage: "Shifting rock, and the shapes it makes result in the creation of new ocean floors, and we realize that oceans are defined so much more by the floor beneath them, than by all the water they contain. That's a radical idea worth repeating for a moment: *Oceans are defined by the floor beneath them, not only by the water they contain.*"

Why does the author repeat the statement, "*Oceans are defined by the floor beneath them, not only by the water they contain*"?

- A The author wants the reader to memorize the idea word-for-word.
- B The author wants to emphasize an idea he believes is significant.
- C The author wants to shock the reader with an idea he believes the reader has never heard before.
- D The author wants to argue that the idea is false.

7. Choose the answer that best completes the sentence below.

The geologic time scale is a helpful tool of chronography _____ it provides an organization scheme for natural history.

- A finally
- B however
- C because
- D although

8. Why does the author argue that "analyzing rock strata is one of the best opportunities out there for using a great historical organization scheme"?

9. What is the principle of lateral continuity?

10. What information can be learned by examining different layers of sediment? Use evidence from the text to support your answer.
