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## **Primary Source Readers: Content and Literacy in Social Studies—Grade 3**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (2 pages)

**How to Use This Product** (5 pages)

**Lesson Plan** (10 pages)

**Document-Based Assessment** (1 page)

**Reader** (17 pages)

To Create a World <sup>in</sup> which  
Children Love to Learn!

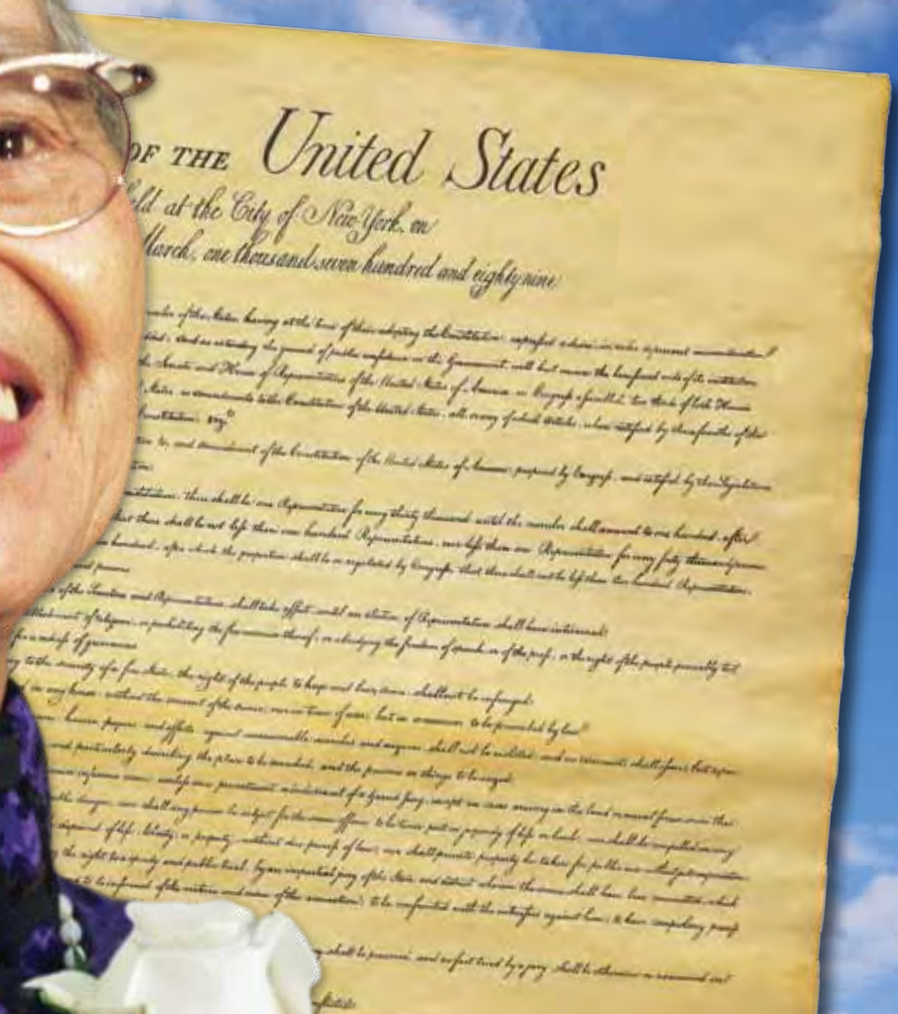
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**PRIMARY SOURCE READERS**

# Content and Literacy in Social Studies

**Grade 3**

**Teacher's Guide**





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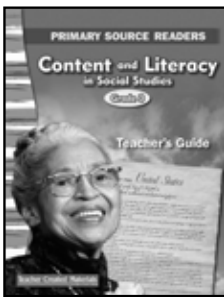


# How to Use This Product

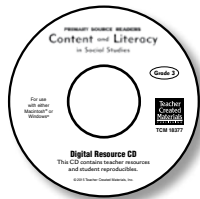
## Kit Components



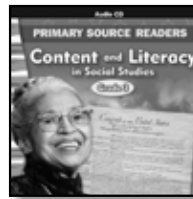
6 copies each of 16 paired books connected by a similar theme



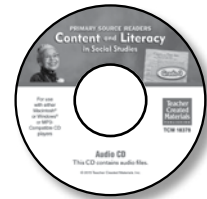
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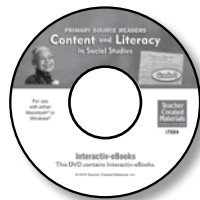
Digital Resource CD



Audio CD



Interactiv-eBook DVD



# Unit Organization

The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level, and the other book features a lower reading level. Each unit includes a comprehensive lesson plan for each book.

## Overview Page

**Learning Objectives**  
Students will:

- sequence important events in Marshall's life.
- write a speech about one of Marshall's achievements.
- understand that individuals can change society.

**Standards**

- Reading:** Describe the relationship between a series of historical events.
- Writing:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Content:** Understand how democratic values came to be and how they have been exemplified by justice, events, and symbols.
- Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

**Materials**

- Amazing Americans: Thurgood Marshall books
- copies of student reproducible (page 86-88)
- Marshall and the NAACP primary source (page 83)
- copies of the Student Letter Template (letter.pdf) optional
- paper
- chart paper

Day	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 81)	Use an outline of a person who is fair.
Day 2	During Reading (page 81)	Identify character traits of Thurgood Marshall, and write an informative speech about him.
Day 3	After Reading (page 82)	Sequence events in Thurgood Marshall's life.
Day 4	Primary Source Activity (page 83)	Write a dialogue among four men from the NAACP, introducing a new partner to group members.
Day 5	Activities from the Book (pages 88 and 89 in the book)	Interview an amazing African American in their community, and write a letter to a community leader.

Theme

Learning objectives

Materials list

Standards

Preview of student reproducible

Suggested timeline for lesson

## Primary Source Activity Page

**Primary Source Activity**

**Historical Background**

**About the Primary Source**  
This picture from 1956 shows four of the NAACP's top executives as they announce a new poster for "Stamp Out Mississippi Jim." The poster was created to encourage people to join the NAACP. Shown left to right are: Henry Lee Moon (Public Information Director), Roy Wilkins (Executive Secretary), Herbert Hill (Labor Director), and Thurgood Marshall (Special Counsel). The poster shows an outline of the state of Mississippi with a tombstone. On the tombstone are the names of four African American individuals who lost their lives to acts of racism.

**Teaching Suggestions**

- Display the electronic file Marshall and the NAACP. A copy of the primary source is provided in the Digital Resources (naacp.jpg).
- Ask students the discussion questions below.
  - What do you see in the photograph?
  - Do you recognize anyone in the photo? If so, who?
  - What do you think the poster is for? What makes you think that?
- Review the historical background information with students.
- Distribute copies of the Dialogue Among Friends activity sheet (page 87) to students. Have students work in small groups to write a short dialogue between these four men. Have groups act out their scenes for the class.

Social studies strand

Historical background information for the teacher

About the primary source

Activity using the primary source

## Before Reading

## During Reading

## After Reading

Vocabulary word bank

Introductory activity

Bolded differentiation suggestions

**Vocabulary Word Bank**

- heroic
- brave
- valiant
- valorous
- valiant
- valorous

**Refer Reading**

**1. Vocabulary Activity**—Using the definitions in the Social Studies definitions bank, write a definition for each word in your own words. Use the words in your definitions to describe a person who is fair.

**2. Reading Activity**—Read the Amazing Americans: Thurgood Marshall book. Write a paragraph about one of the events in Marshall's life. Use the words in your definitions to describe the event.

**During Reading**

**1. Reading Strategy**—Read the Amazing Americans: Thurgood Marshall book. Write a paragraph about one of the events in Marshall's life. Use the words in your definitions to describe the event.

**2. Writing Activity**—Write the copy of the primary source that the NAACP created to encourage people to join the NAACP. Write a paragraph about the poster.

**3. Reading Strategy**—Read the Amazing Americans: Thurgood Marshall book. Write a paragraph about one of the events in Marshall's life. Use the words in your definitions to describe the event.

**After Reading**

**1. Reading Strategy**—Read the Amazing Americans: Thurgood Marshall book. Write a paragraph about one of the events in Marshall's life. Use the words in your definitions to describe the event.

**2. Writing Activity**—Write the copy of the primary source that the NAACP created to encourage people to join the NAACP. Write a paragraph about the poster.

**3. Reading Strategy**—Read the Amazing Americans: Thurgood Marshall book. Write a paragraph about one of the events in Marshall's life. Use the words in your definitions to describe the event.

**Assessment**—A short project about the Amazing Americans: Thurgood Marshall book. Write a paragraph about one of the events in Marshall's life. Use the words in your definitions to describe the event.

Assessments

Activities from the book

## Student Reproducibles and Quiz

**Personality Study: Thurgood Marshall**

**What Would Thurgood Say?**

**Marshall's Life**

**Dialogue Among Friends**

**Amazing Americans: Thurgood Marshall Quiz**

Clear directions

Wide write-on lines

Multiple-choice quiz



# How to Use This Product *(cont.)*

## Social Studies Strands

The books and lessons in this kit cover the four strands of social studies. The icons in the lessons and on the back of the books denote each strand.



## Differentiation

Students learn best when material is scaffolded appropriately. If a student is confronted with material that is too difficult, he or she may become frustrated and give up. However, if a student is not challenged enough, he or she may become bored and lose interest in the subject. Differentiation is not about making the work easy for students. Instead, it is about challenging all students appropriately.

The books in this kit are leveled to target and support different groups of learners. The chart on page 24 contains specific information on the reading levels of the books included in this kit. The lesson plans for these books have **differentiation strategies** to help **above-, below-level and English language learners**, comprehend the material. These strategies will ensure that students are actively engaged in learning while receiving the support or enrichment that they need.

## Differentiation Tools in This Kit

- ▶ audio recordings of key texts to model fluency and support auditory learners
- ▶ an Interactive-eBook for each book to support students through video, audio, and other digital functions
- ▶ graphic organizers to support visual learners and language learning
- ▶ leveled books for on- and below-level learners
- ▶ differentiation strategies embedded in each lesson



## Support for Social Studies

It is possible that not all of the topics will fit your social studies needs. Keep in mind that you do not need to read these books consecutively. You can spread out the books and use them throughout the year. You might choose to use them at the beginning of each corresponding unit of study. So, as you begin your study of American government, use your reading time that week to have students read either *Our Government: The Three Branches* or *The U.S. Constitution and You*. This way, students will become interested in the time period through multiple sources of information. The activities are interesting, and students will be excited to learn more about the events, places, and people that they meet in the books.

## Support for Reading

Each book's lesson plan has a three-part framework of the reading process to facilitate social studies learning. Reading is divided into three comprehension-building steps: before reading, during reading, and after reading. Before reading, teachers can set the stage for learning by generating interest in the topic and activating prior knowledge. During reading, students monitor their comprehension of the text, clarify the purpose for reading, visualize the information, and make connections. After reading, students build connections with the information that they have read, enabling them to deepen their understanding and reflect on what they have learned.

## Support for Writing

Each pair of books has a writing objective as well as reading and social studies objectives. There is usually a writing activity for students to complete before reading the book. Many of these activities are done in pairs or small groups. This way, students collaborate to put their thoughts into written form. After students read the books, they complete writing assignments that are creative and fun. Students may be asked to write letters, draft newspaper articles, or create descriptions of important characters from history. Writing, reading, and social studies content are all interwoven throughout every lesson in *Primary Source Readers*.

## Support for Vocabulary

Social studies teachers have an enormous task before them: they must teach a large number of complex and wholly unfamiliar concepts to students that involve many unfamiliar vocabulary words. The first step in improving students' reading comprehension skills in social studies is to develop their academic or domain-specific vocabularies. The lesson plans in *Primary Source Readers* provide opportunities for students to be introduced to, interact with, and use key vocabulary and concept words. Students are invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words, to categorize words in unique and useful ways, and to enjoy using language creatively to express themselves and their ideas.



# How to Use This Product *(cont.)*

## Assessment

Assessment is an important part of this unit of study. The *Primary Source Readers* series offers multiple assessment opportunities. You can gain insight into students' learning through multiple-choice quizzes, small-group observations, analysis of written assignments, a unit assessment, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

**Multiple-Choice Quizzes**—At the end of each book's lesson in this Teacher's Guide is a short quiz with six multiple-choice questions. These short assessments may be used as open-book evaluations or as review quizzes in which students read and study the content prior to taking the quiz. Additionally, the quizzes may be used as a more formal assessment to provide evidence of learning.

**Document-Based Assessments**—Each assessment includes a primary source document and three questions. These questions help students develop and strengthen critical thinking skills.

**Culminating Activity**—The culminating activity allows students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

**Formative Assessments**—There are several points throughout each lesson where useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

## Multiple-Choice Quizzes

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**American Culture Quiz**

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. What is culture?  
 a how people communicate  
 the jobs people have in their community  
 a way of life shared by a group of people  
 the kinds people eat

2. Which kind of music was NOT started in America?  
 classical  
 jazz  
 rock and roll  
 blues

3. Who were the first people with a culture in America?  
 the Spanish  
 the English  
 immigrants  
 American Indians

4. Which of these is the oldest American team sport?  
 football  
 baseball  
 soccer  
 tennis

5. How did American culture develop?  
 Immigrants forget their culture.  
 People brought books to learn American culture.  
 People brought their cultures from many places.  
 Immigrants changed their culture when they came to America.

6. American \_\_\_\_\_ are part of American culture. These include literacy, industry, and hard work.  
 customs  
 values  
 symbols  
 independence

7. How are India's Central and Mexico's Independence Day alike?  
 They both take place in spring.  
 There are parades and lots of food.  
 They both last several days.  
 They eat tings.

8. Which of the following was NOT mentioned as an important part of Mexican culture?  
 art  
 hunting  
 ballet  
 writing

9. What is highly valued in China?  
 learning and respect  
 puzzles and games  
 sports  
 friendship

10. How are India's and Italy's cultures different?  
 They both love food.  
 Italy is the home of the Pope, but many Indians are Hindu.  
 They are both known for movies.  
 India is known for the holy city, Jerusalem.

11. Many traditions are passed down from one \_\_\_\_\_ to the next.  
 custom  
 belief  
 generation  
 culture

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Cultures Around the World Quiz**

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. Why should we learn about other cultures?  
 We can eat new foods.  
 We can learn a new dance.  
 We can find out how far away other countries are.  
 We can know and respect others for who they are.

2. How are Brazil's Carnival and Mexico's Independence Day alike?  
 They both take place in spring.  
 There are parades and lots of food.  
 They both last several days.  
 They eat tings.

3. Which of the following was NOT mentioned as an important part of Mexican culture?  
 art  
 hunting  
 ballet  
 writing

4. What is highly valued in China?  
 learning and respect  
 puzzles and games  
 sports  
 friendship

5. How are India's and Italy's cultures different?  
 They both love food.  
 Italy is the home of the Pope, but many Indians are Hindu.  
 They are both known for movies.  
 India is known for the holy city, Jerusalem.

6. Many traditions are passed down from one \_\_\_\_\_ to the next.  
 custom  
 belief  
 generation  
 culture


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## Document-Based Assessments

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Thank You, Veterans**

Directions: Look at the photo closely. Then, answer the questions about the photo.



1. How can you tell this man is a veteran?  
 \_\_\_\_\_

2. What do you think is happening in this photo?  
 \_\_\_\_\_


3. How can you honor a veteran?  
 \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Thirsty for Justice**

Directions: Look at the photo closely. Then, answer the questions about the photo.



1. When do you think this photo was taken? How can you tell?  
 \_\_\_\_\_

2. How does this photo show segregation?  
 \_\_\_\_\_

3. How would you feel if you were this boy? Why?  
 \_\_\_\_\_

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## Culminating Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Destination Information**

Directions: Write information about each step on your American road trip.

<b>Landmark:</b> Location: _____ Natural OR Man-Made (circle one) Describe the landmark: _____ Fun Fact: _____	<b>Landmark:</b> Location: _____ Natural OR Man-Made (circle one) Describe the landmark: _____ Fun Fact: _____
<b>Landmark:</b> Location: _____ Natural OR Man-Made (circle one) Describe the landmark: _____ Fun Fact: _____	<b>Landmark:</b> Location: _____ Natural OR Man-Made (circle one) Describe the landmark: _____ Fun Fact: _____

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Plan a Road Trip**

Directions: Choose one landmark from your road trip and plan a visit to it. Answer the questions below.

1. Which landmark would you visit?  
 \_\_\_\_\_

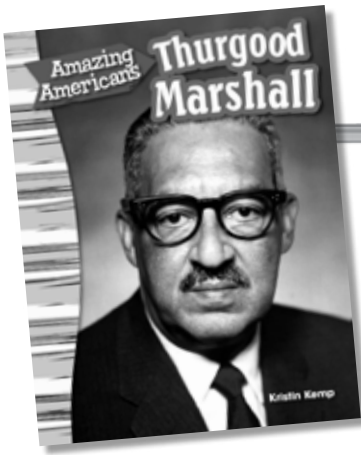
2. When do you think would be the best time to go there? Why?  
 \_\_\_\_\_

3. Who would go with you on your trip?  
 \_\_\_\_\_

4. How far away is the landmark? Use a map to help you answer.  
 \_\_\_\_\_

5. Write a paragraph on another sheet of paper about why you chose this landmark. Your paragraph should have a topic sentence, three details, and a conclusion sentence.  
 \_\_\_\_\_

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# Amazing Americans: Thurgood Marshall



## Learning Objectives

### Students will:

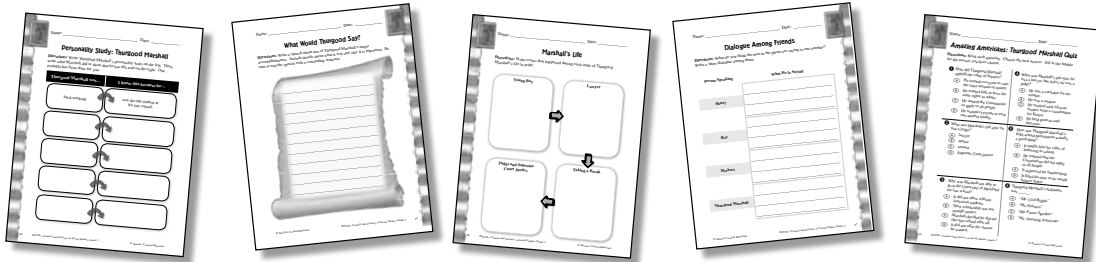
- ▶ sequence important events in Marshall's life.
- ▶ write a speech about one of Marshall's achievements.
- ▶ understand that individuals can change society.

## Standards

- ▶ **Reading:** Describe the relationship between a series of historical events.
- ▶ **Writing:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ▶ **Content:** Understand how democratic values came to be, and how they have been exemplified by people, events, and symbols.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

## Materials

- ▶ *Amazing Americans: Thurgood Marshall* books
- ▶ copies of student reproducibles (pages 84–88)
- ▶ *Marshall and the NAACP* primary source (naacp.jpg)
- ▶ copies of the *Student Letter Template* (letter.pdf) optional
- ▶ paper
- ▶ chart paper



## Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	<b>Before Reading</b> (page 80)	List qualities of a person who is fair.
Day 2	<b>During Reading</b> (page 81)	Identify character traits of Thurgood Marshall, and write an informative speech about him.
Day 3	<b>After Reading</b> (page 82)	Sequence events in Thurgood Marshall's life.
Day 4	<b>Primary Source Activity</b> (page 83)	Write a dialogue among four men from the NAACP, introducing a new poster to gain members.
Day 5	<b>Activities from the Book</b> (pages 28 and 32 in the books)	Interview an amazing American in their community, and write a letter to a community leader.



# Amazing Americans: Thurgood Marshall *(cont.)*

## Vocabulary Word Bank

- ▶ boycotts
- ▶ civil rights
- ▶ equal
- ▶ justice
- ▶ lawyer
- ▶ segregated
- ▶ Solicitor General

### Before Reading

- 1. Introductory Activity**—As a class, discuss students' personal experiences with unfairness. Ask who was involved, what the situation was, and how it was resolved. If left unresolved, ask how students would have liked to have fixed the issue. Then, create a class definition for the word *fair*.
- 2. Vocabulary Activity**—Display the vocabulary words and write the definitions on the board. Explain the definitions to the class.
  - ▶ Have students create a visual dictionary of the words. Have them write the words on a sheet of paper. Next to each word, have them draw an image to represent its meaning. Help students brainstorm ideas for drawings on the board.
  - ▶ Have students save these to use throughout the lesson.
- 3. Prereading Activity**—Explain to students that in our nation's history, things were not always fair for African Americans. Tell students that they will read a biography about a famous African American who worked to make things better for all people in the United States.
  - ▶ Tell students that a *biography* is a book that tells about a person's life.
  - ▶ Discuss the personality traits or characteristics of someone who works to make things fair for everyone. Students may draw on the experiences they shared during the Introductory Activity to identify traits such as *honest, friendly, caring, determined, responsible*, and so on.
  - ▶ List these qualities on chart paper. Tell students that they will look for Marshall's traits as they read about his life.



## During Reading

- 1. Reading Activity**—Distribute the *Amazing Americans: Thurgood Marshall* books to students. For the first reading, conduct a choral read of the book. Select different groups of students to read aloud. Point out Marshall's character traits as you read.
- ▶ You may choose to conduct this first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
  - ▶ For the second reading, have students read the book with a partner. Distribute copies of the *Personality Study: Thurgood Marshall* activity sheet (page 84) to students. Have students complete the activity as they read.
  - ▶ For **below-level learners** and **English language learners**, you may choose to play the audio recording, as students follow along, to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recording will help struggling readers practice fluency and aid in comprehension.
  - ▶ Review the activity sheet as a class. Then, add to the list of qualities of a person who is fair that students brainstormed during the Prereading Activity.
  - ▶ You may choose to have **below-level learners** and **English language learners** focus on providing one or two traits with strong supporting examples.
- ▶ Challenge **above-level learners** to find more than one example for each of the traits they identify.
- 2. Writing Activity**—Distribute copies of the *What Would Thurgood Say?* activity sheet (page 85) to students. Review the directions as a class.
- ▶ As a class, create a list of Thurgood Marshall's accomplishments. Save this list for later use. Then, have students complete the activity sheet independently.
  - ▶ Provide **below-level learners** and **English language learners** with sentence frames to help them write their speeches.
  - ▶ You may wish to have students give their speeches as Thurgood Marshall for the class.

# Amazing Americans: Thurgood Marshall *(cont.)*

## After Reading

1. **Vocabulary Activity**—Have students work in pairs or small groups to create a song or rap about Thurgood Marshall using the vocabulary words.
  - ▶ Have students write their songs to a familiar tune, such as “Twinkle, Twinkle Little Star” or “Yankee Doodle Dandy.”
  - ▶ Have student volunteers share their songs or raps with the class.
2. **Reading Activity**—Review the definition of a biography. Have students explain how they know this book is a biography. Explain that biographies typically describe details and events from a person’s life in sequential order.
  - ▶ Have students talk with a partner about events in their lives that they consider to be important milestones, such as their first birthday, learning to walk, losing their first tooth, or starting school.
  - ▶ As a class, discuss milestone events in Thurgood Marshall’s life. Refer to the list created during the Writing Activity.
  - ▶ Distribute copies of the *Marshall’s Life* activity sheet (page 86) to students. Discuss how this activity sheet divides Marshall’s life into four sections. Complete the first section, “Young Boy,” as a class. Then have students continue to work independently.
  - ▶ Have students refer to the *Amazing Americans: Thurgood Marshall* book to see when each event took place.
3. **Assessment**—A short posttest, *Amazing Americans: Thurgood Marshall Quiz* (page 88), is provided to assess student learning from the book. A document-based assessment is also provided on page 203. Additionally, the Interactiv-eBook activities may be used as a form of assessment (optional).

## Activities from the Book

- ▶ **Ask It! Activity**—Read the Ask It! prompt aloud from page 28 of the *Amazing Americans: Thurgood Marshall* book. As a class, brainstorm a list of amazing Americans students might contact in their community. A *Student Letter Template* is provided in the Digital Resources (letter.pdf). You may wish to have students complete the template to explain the assignment to their families.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of the *Amazing Americans: Thurgood Marshall* book. Have students write to community leaders.





## Primary Source Activity

### Historical Background

The National Association for the Advancement of Colored People (NAACP) was founded in 1909. It is an influential organization focused on civil rights, particularly the minority African American population. It is credited for the landmark 1954 U.S. Supreme Court *Brown v. Board of Education* decision, the 1963 March on Washington for Jobs and Freedom, the 1964 Civil Rights Act, and the 1965 Voting Act.

### About the Primary Source

This picture from 1956 shows four of the NAACP's top executives as they announce a new poster to "Stamp Out Mississippi-ism." The poster was created to encourage people to join the NAACP. Shown left to right are: Henry Lee Moon (Public Information Director), Roy Wilkins (Executive Secretary), Herbert Hill (Labor Director), and Thurgood Marshall (Special Counsel). The poster shows an outline of the state of Mississippi with a tombstone. On the tombstone are the names of four African American individuals who lost their lives due to acts of racism.



### Teaching Suggestions

1. Display the electronic file *Marshall and the NAACP*. A copy of the primary source is provided in the Digital Resources (naacp.jpg).
2. Ask students the discussion questions below.
  - ▶ What do you see in the photograph?
  - ▶ Do you recognize anyone in the photo? If so, who?
  - ▶ What do you think the poster is for? What makes you think that?
3. Review the historical background information with students.
4. Distribute copies of the *Dialogue Among Friends* activity sheet (page 87) to students. Have students work in small groups to write a short dialogue between these four men. Have groups act out their scenes for the class.



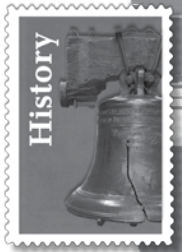
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Personality Study: Thurgood Marshall

**Directions:** Write Thurgood Marshall's personality traits on the left. Then, write what Marshall did to show that he has this trait on the right. One example has been done for you.

Thurgood Marshall was...	I know this because he...
hard-working	was the top student at his law school.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## What Would Thurgood Say?

**Directions:** Write a speech about one of Thurgood Marshall's major accomplishments. Include details about what it was and why it is important. Be sure to end the speech with a concluding sentence.

A large, stylized graphic of a scroll, oriented vertically. The scroll is unrolled, showing a series of horizontal lines for writing. The edges of the scroll are slightly wavy and shaded to give it a three-dimensional appearance. The scroll is positioned on the left side of the page, with a stack of books visible on the right edge.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Marshall's Life

**Directions:** Write events that happened during each stage of Thurgood Marshall's life in order.

**Young Boy**

**Lawyer**



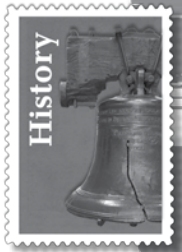
**Judge and Supreme  
Court Justice**

**Taking a Break**





Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Dialogue Among Friends

**Directions:** What do you think the men in the photo are saying to one another? Write a short dialogue among them.

Person Speaking	What He Is Saying
Henry	<hr/> <hr/> <hr/> <hr/>
Roy	<hr/> <hr/> <hr/> <hr/>
Herbert	<hr/> <hr/> <hr/> <hr/>
Thurgood Marshall	<hr/> <hr/> <hr/> <hr/>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Amazing Americans: Thurgood Marshall Quiz

**Directions:** Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

- |   |  |
|---|--|
| <p><b>1</b> How did Thurgood Marshall uphold the value of fairness?</p> <p><input type="radio"/> (A) He wanted everyone to earn the same amount of money.</p> <p><input type="radio"/> (B) He wanted kids to have the same rights as adults.</p> <p><input type="radio"/> (C) He wanted the Constitution to apply to all people.</p> <p><input type="radio"/> (D) He wanted everyone to treat one another kindly.</p> | <p><b>4</b> What was Marshall's job <i>after</i> he was a lawyer, but <i>before</i> he was a judge?</p> <p><input type="radio"/> (A) He was a caretaker for his mother.</p> <p><input type="radio"/> (B) He was a senator.</p> <p><input type="radio"/> (C) He worked with African leaders write a constitution for Kenya.</p> <p><input type="radio"/> (D) He held protests and boycotts.</p>                         |
| <p><b>2</b> What was Marshall's job <i>after</i> he was a judge?</p> <p><input type="radio"/> (A) lawyer</p> <p><input type="radio"/> (B) author</p> <p><input type="radio"/> (C) senator</p> <p><input type="radio"/> (D) Supreme Court justice</p>  | <p><b>5</b> How was Thurgood Marshall's high school punishment actually a good thing?</p> <p><input type="radio"/> (A) It taught him the value of behaving in school.</p> <p><input type="radio"/> (B) He realized that the Constitution did not apply to all people.</p> <p><input type="radio"/> (C) It improved his handwriting.</p> <p><input type="radio"/> (D) It filled his time so he would behave better.</p> |
| <p><b>3</b> Why was Marshall not able to go to the University of Maryland for law school?</p> <p><input type="radio"/> (A) It did not allow African American students.</p> <p><input type="radio"/> (B) Their scholarship was not enough money.</p> <p><input type="radio"/> (C) Marshall decided he did not like that school after all.</p> <p><input type="radio"/> (D) It did not offer the classes he wanted.</p> | <p><b>6</b> Thurgood Marshall's nickname was _____.</p> <p><input type="radio"/> (A) "Mr. Civil Rights"</p> <p><input type="radio"/> (B) "Mr. Fairness"</p> <p><input type="radio"/> (C) "Mr. Power Speaker"</p> <p><input type="radio"/> (D) "Mr. Amazing American"</p>   |

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thirsty for Justice

**Directions:** Look at the photo closely. Then, answer the questions about the photo.



1. When do you think this photo was taken? How can you tell?

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2. How does this photo show segregation?

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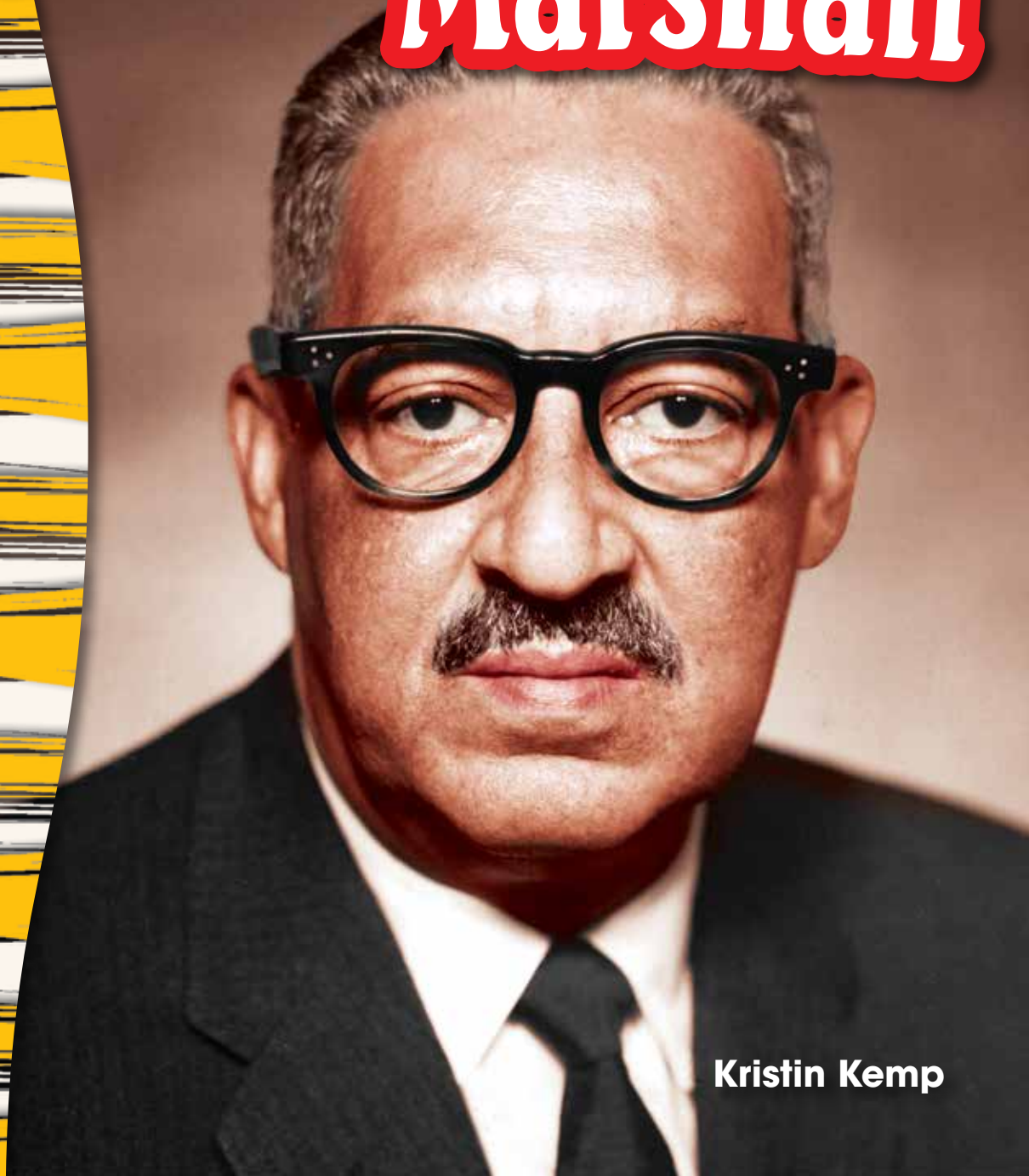
3. How would you feel if you were this boy? Why?

---

---

Amazing  
Americans

# Thurgood Marshall



Kristin Kemp



## Consultant

Caryn Williams, M.S.Ed.  
Madison County Schools  
Huntsville, AL

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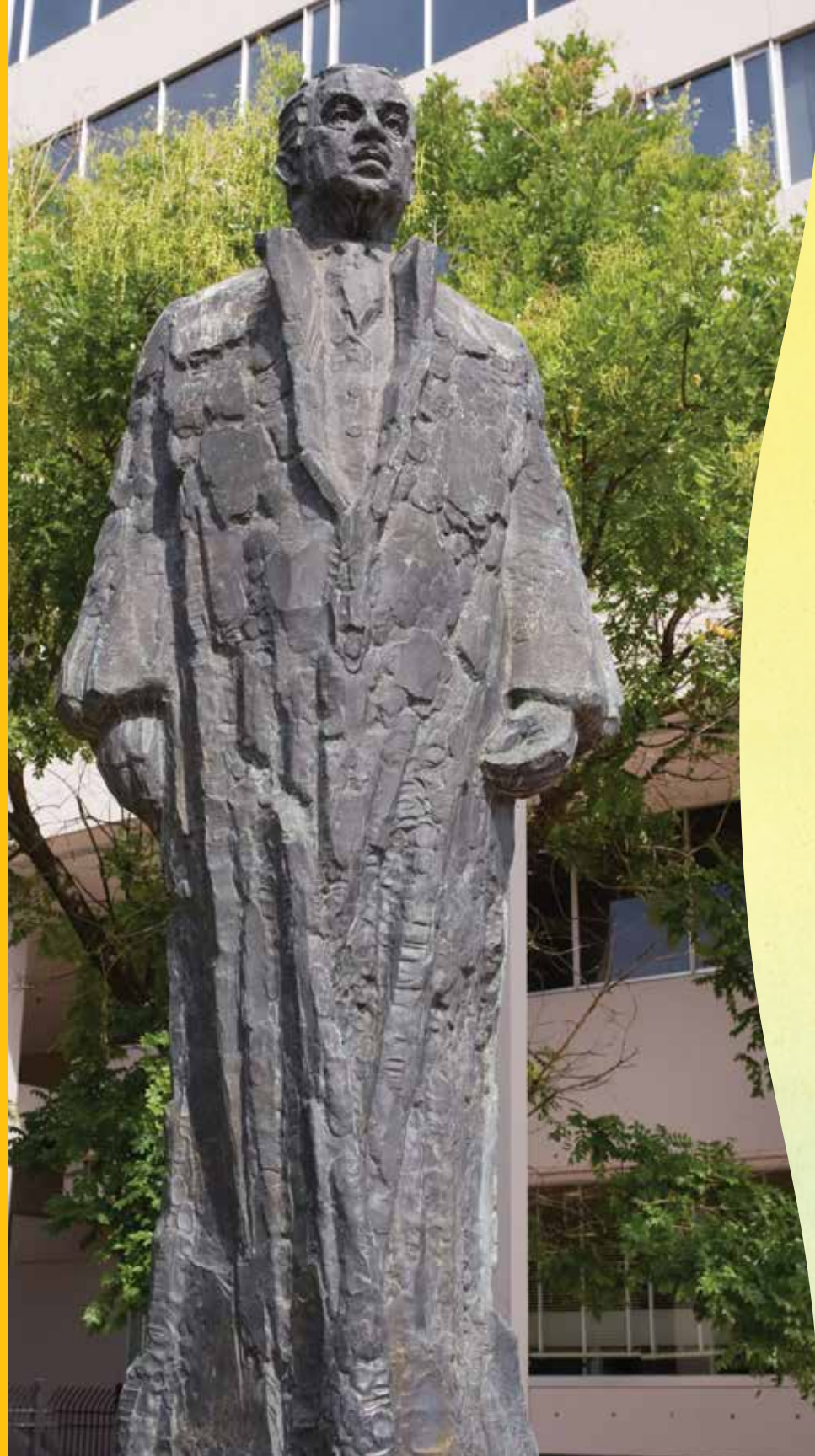
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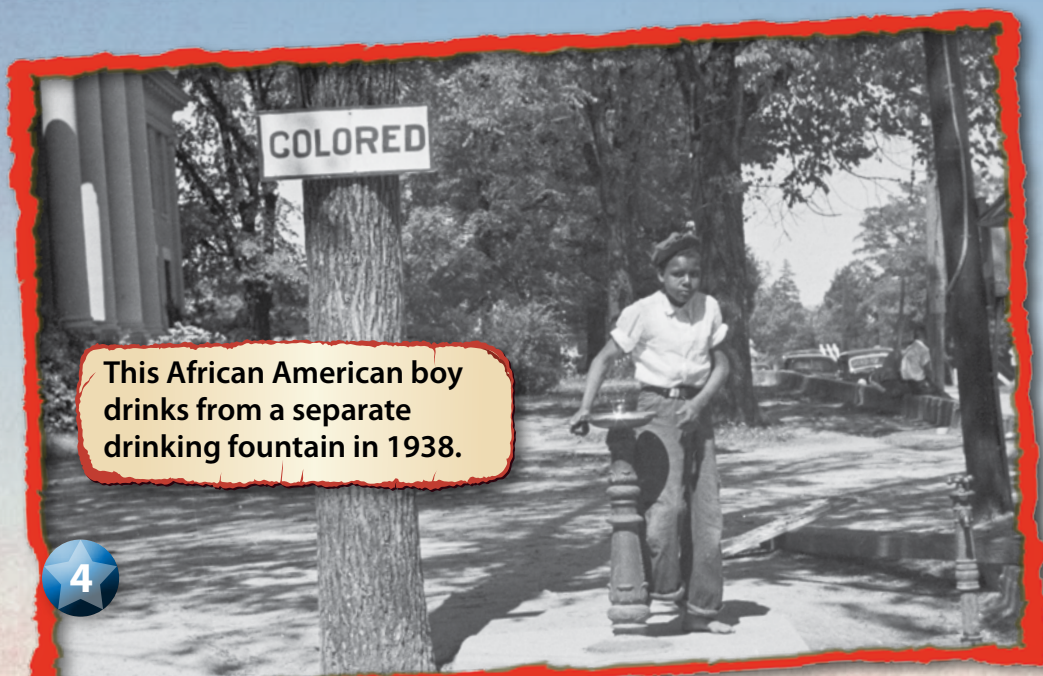




# A Man of Change

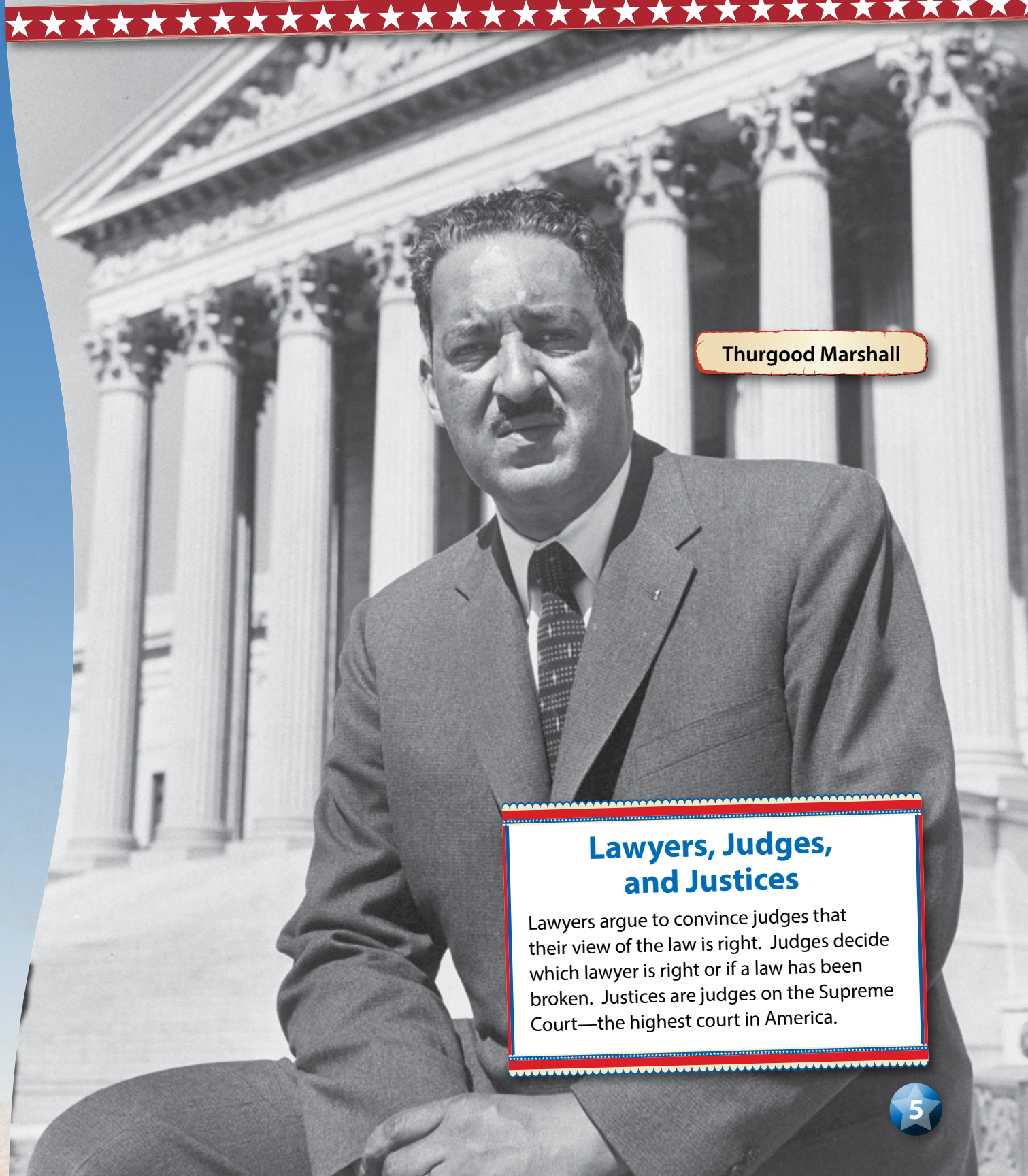
Thurgood Marshall lived during a time of great unfairness for African Americans. The law said that white people and African Americans could not sit or eat together. They could not use the same swimming pools or restrooms. This was known as “separate but equal.” The law said African Americans could be separated from white people, as long as what they had was equal, or the same. But Marshall knew things were far from equal. The law was unfair to African Americans, and Marshall spent his life trying to make the law fair for everyone.

Marshall started his career as a **lawyer**. Over time, he became a **judge**. He even became one of the top judges in America. He was a **justice** of the Supreme Court. During his life, Marshall fought for the idea that all people are equal. He worked hard to change unfair laws in America.



This African American boy drinks from a separate drinking fountain in 1938.

4



Thurgood Marshall

## Lawyers, Judges, and Justices

Lawyers argue to convince judges that their view of the law is right. Judges decide which lawyer is right or if a law has been broken. Justices are judges on the Supreme Court—the highest court in America.

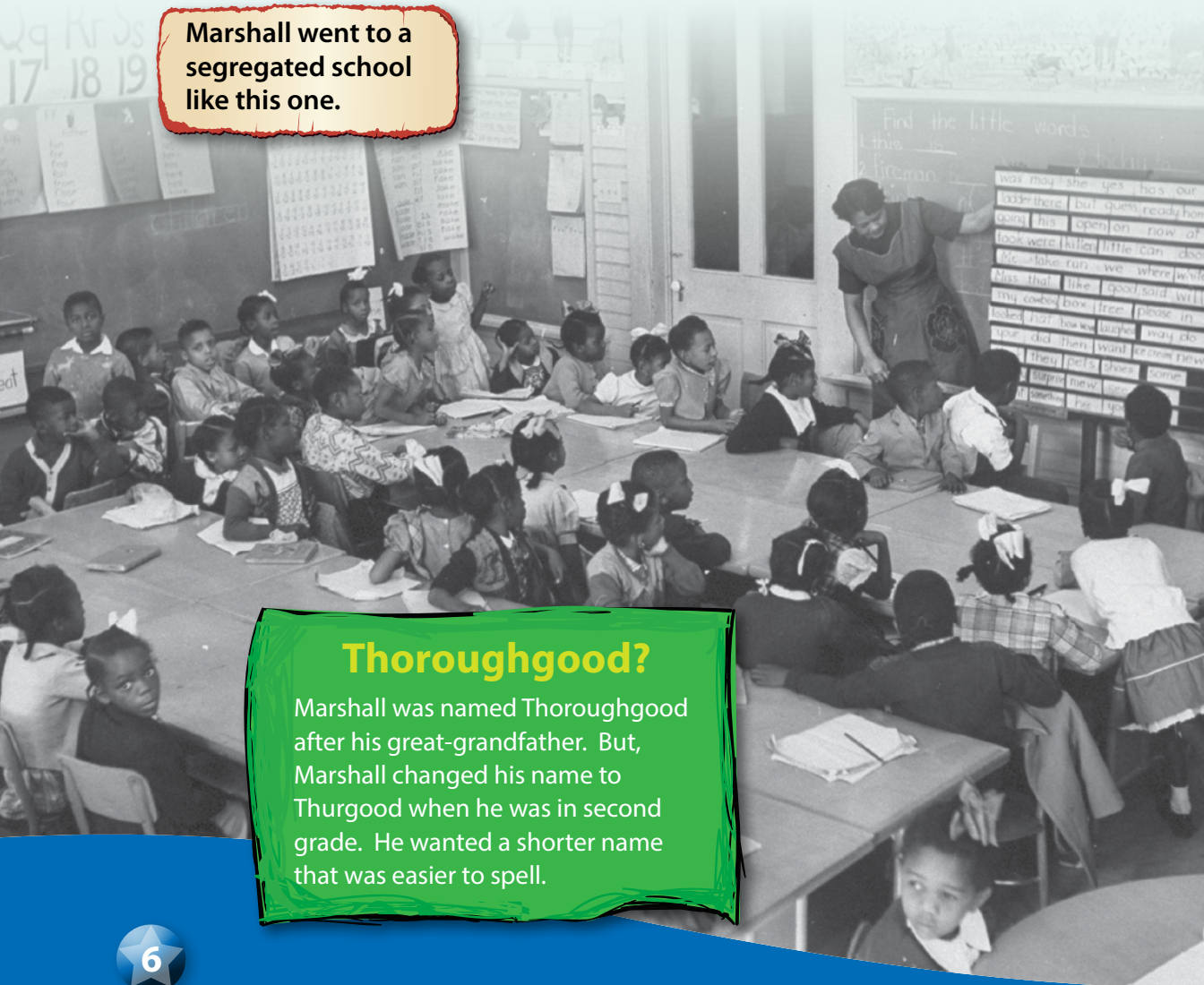
5



# Growing Up

Marshall was born on July 2, 1908. His family lived in Maryland. Marshall's parents wanted the best for him and his older brother. His father was a waiter, and his mother was a teacher. She wanted Marshall to have a good education.

Marshall went to a segregated school like this one.



## Thoroughgood?

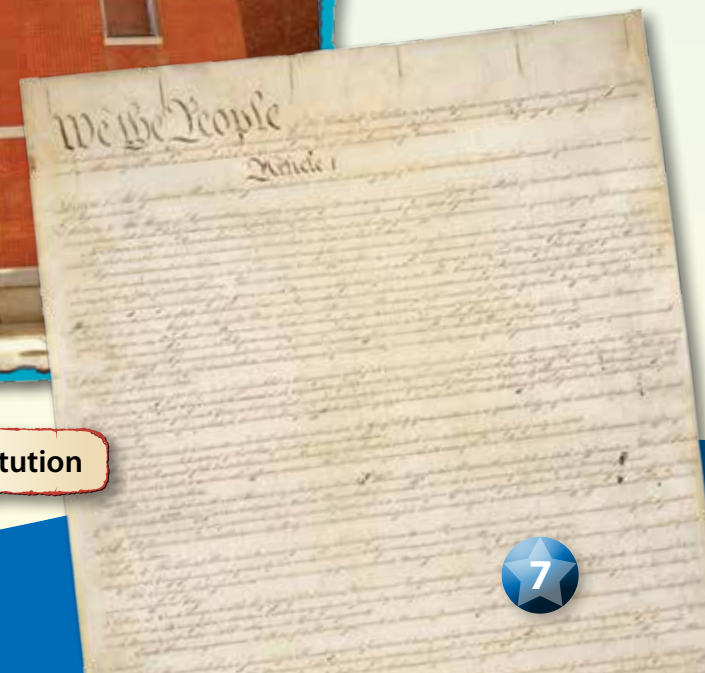
Marshall was named Thoroughgood after his great-grandfather. But, Marshall changed his name to Thurgood when he was in second grade. He wanted a shorter name that was easier to spell.

Marshall's high school was **segregated** (SEG-ri-gey-tid). This meant that African Americans and white students were kept apart. Marshall was a good student. But, he got in trouble often. Marshall's principal would make him copy the **U.S. Constitution** (kon-sti-TOO-shuhn) as punishment. This is the main set of laws for America. Marshall was in trouble so often that he ended up memorizing the Constitution! This turned out to be a good thing. Marshall realized that not all of the ideas in the Constitution applied to him. He was not being treated fairly due to the color of his skin. So Marshall decided to be a lawyer. He wanted everyone to have the same rights.

Marshall attended this elementary school.



U.S. Constitution





After high school, Marshall went to college. He went to Lincoln University in Pennsylvania (pen-suhl-VEYN-yuh). Marshall's mother wanted him to be a dentist. But Marshall did not want to be a dentist. He liked **debating**. And he wanted to help change unfair laws.

In 1930, Marshall graduated from college. He wanted to go to law school at the University of Maryland. Law school is where people learn to be lawyers and judges. But that school only let white people attend. The fact that he could not go to the school because of the color of his skin hurt Marshall deeply. It had a lasting effect on him.

### Buster

Before his last year of college, Marshall married a woman named Vivien Burey (VIV-ee-uhn BUHR-ee). But, everyone called her Buster.



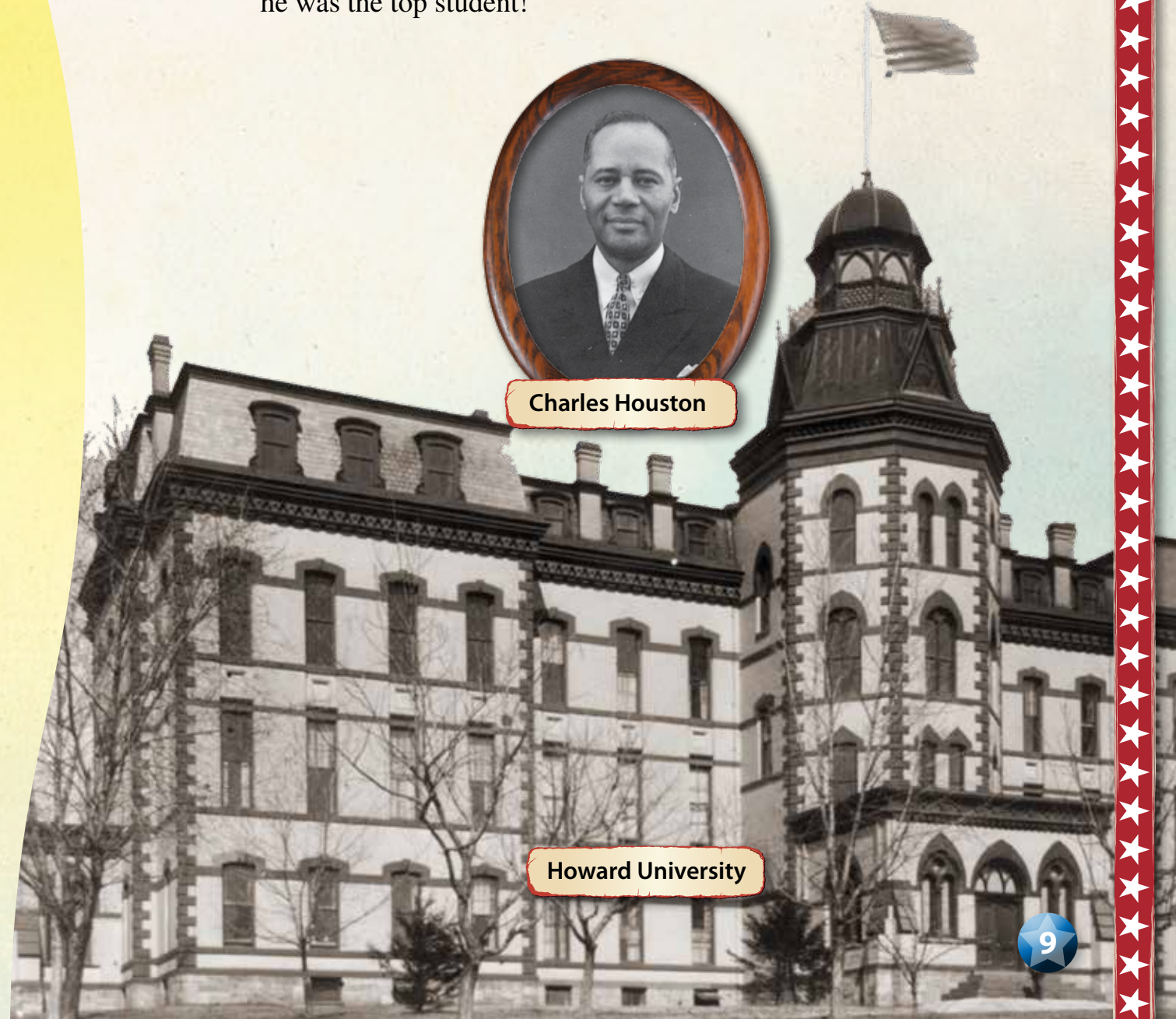
Vivien Burey



Marshall went to Howard University instead. This was a college for African Americans in Washington, DC. Marshall loved learning about the law. He worked very hard and got good grades. His favorite professor was named Charles Houston. The two men were friends for many years. When Marshall graduated in 1933, he was the top student!



Charles Houston



Howard University



# Leading Lawyer

After law school, Marshall went back home to Maryland. There, he started a law practice. This is a business that a group of lawyers run. They **represent** people in court cases.

This was during the Great Depression (dih-PRESH-uhn). Some people wanted to hire Marshall to be their lawyer. But they did not have money to pay him. He often took cases for free. He wanted to help people in need.

## Great Depression

The Great Depression was a time in the 1930s when many people did not have jobs. Many people in America were poor and hungry during this time.

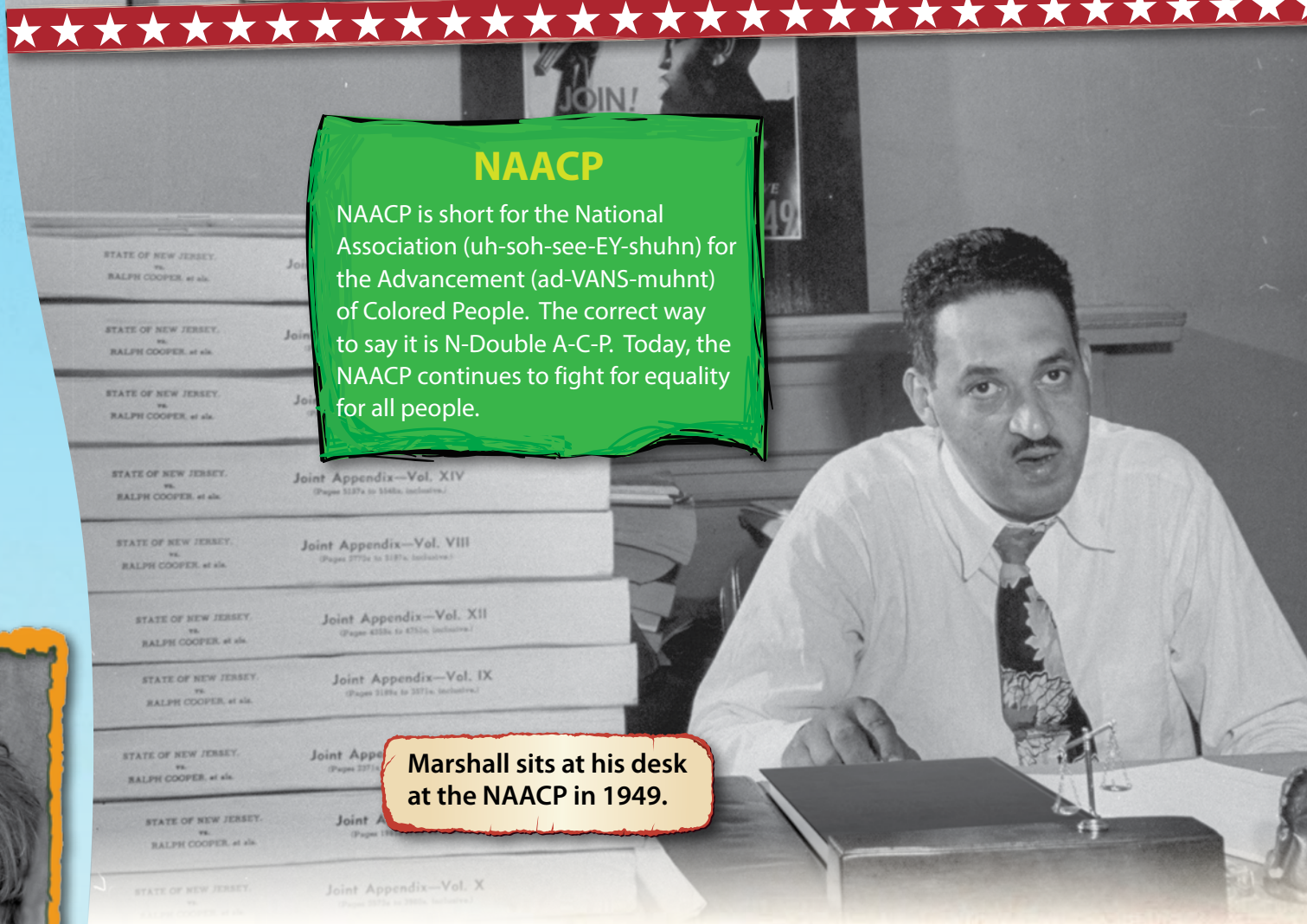
This mother and her children struggle during the Great Depression.



## NAACP

NAACP is short for the National Association (uh-soh-see-EY-shuhn) for the Advancement (ad-VANS-muhnt) of Colored People. The correct way to say it is N-Double A-C-P. Today, the NAACP continues to fight for equality for all people.

Marshall sits at his desk at the NAACP in 1949.



Marshall's friend, Houston, had a new job. He was working for the NAACP. The NAACP fought for the **civil rights** of African Americans. Civil rights are things that all people should have, such as the right to be free.

Houston and the NAACP wanted to get rid of segregation. They wanted all people to live, learn, and work together. They wanted everyone to be treated fairly. Houston asked Marshall to help. Marshall was excited for this chance to help change unfair laws.



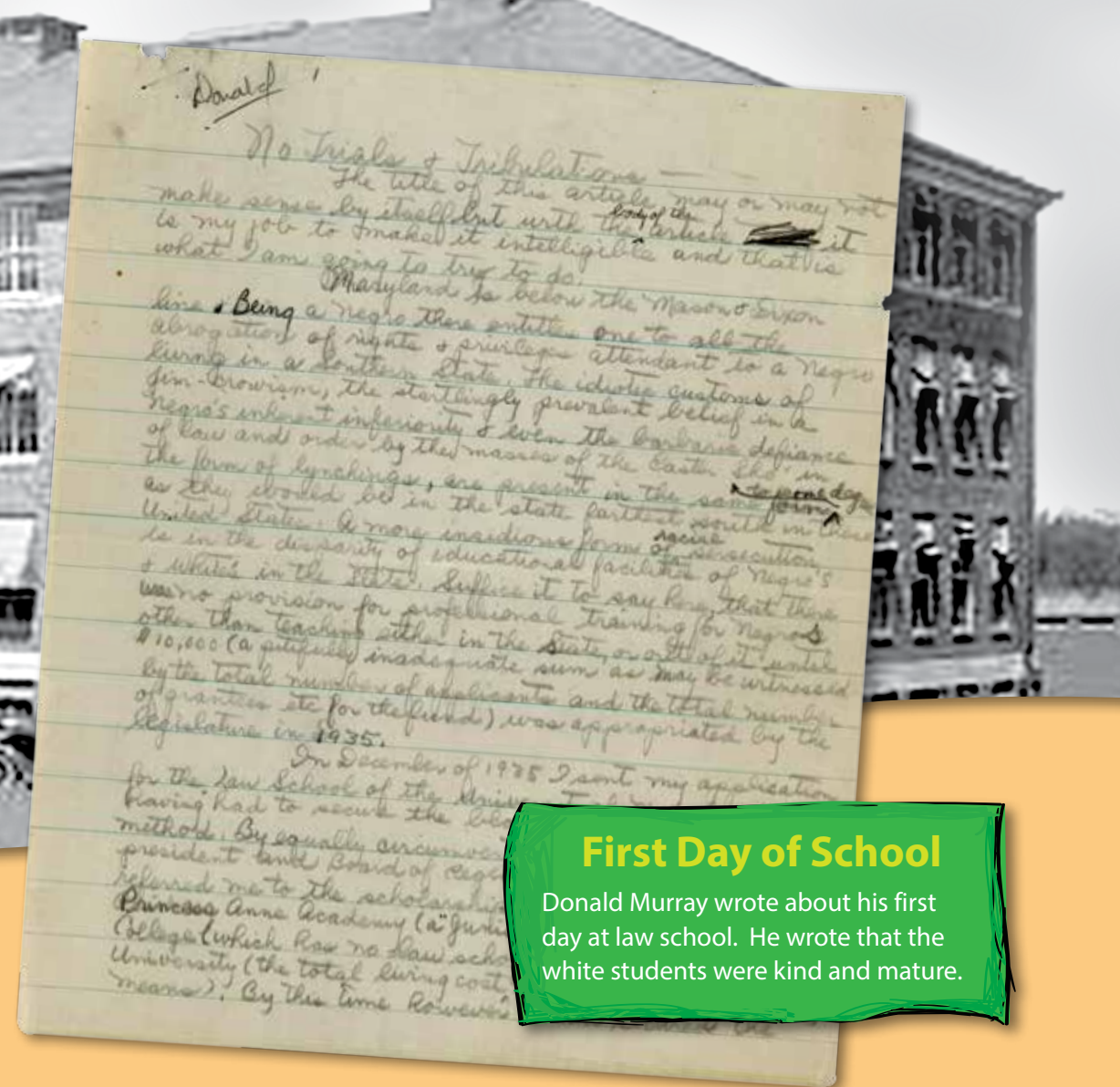
## University of Maryland



Marshall, Murray, and Houston appear in court in 1935.

One of Marshall's first cases was against the University of Maryland. This was the same school that would not let Marshall attend just five years earlier. In 1935, it still would not accept African Americans. A young man named Donald Murray wanted to go to school there. He was not accepted due to the color of his skin.

All of the law schools in Maryland would only take white students. Some people said that law schools should be separate but equal. But Marshall said that there was no "equal" school for Murray in the state. The "separate but equal" idea would not work.



*Donald*  
*No Trials & Tribulations*  
The title of this article may or may not make sense by itself but with the <sup>body of the</sup> ~~article~~ it is my job to make it intelligible and that is what I am going to try to do.  
Maryland is below the Mason-Dixon line. Being a negro there entitles one to all the abrogation of rights & privileges attendant to a negro living in a Southern State. The idiotic customs of Jim-Crowism, the startlingly prevalent belief in a negro's inherent inferiority & even the barbaric defiance of law and order by the masses of the Easter ~~Island~~ <sup>to some degree</sup> as they crowded bed in the state ~~part~~ <sup>social</sup> ~~of~~ <sup>segregation</sup> United States. A more insidious form of discrimination is in the disparity of educational facilities of negroes & whites in the state. Suffice it to say here that there was no provision for professional training for negroes other than teaching ~~with~~ <sup>in</sup> the state, or at all of it ~~total~~ <sup>total</sup> \$10,000 (a pitifully inadequate sum, as may be witnessed by the total number of applicants and the total number of grants etc for the field) was appropriated by the Legislature in 1935.  
In December of 1935 I sent my application for the Law School of the ~~State~~ <sup>University</sup> ~~of~~ <sup>of</sup> Maryland. Having had to recuse the ~~best~~ <sup>best</sup> method. By equally circumstances president and Board of Regs. referred me to the scholarship Princess Anne Academy (a <sup>junior</sup> ~~college~~ <sup>college</sup> which has no law school) University (the total living cost means). By this time Roosevelt

## First Day of School

Donald Murray wrote about his first day at law school. He wrote that the white students were kind and mature.


The school's lawyer said that Maryland had a **scholarship** (SKOL-er-ship) for African Americans. This means that they could use the money to go to a school in another state. The judge agreed with Marshall that this was not good enough. Marshall won the case! Murray was able to go to the University of Maryland.



Later in 1936, Marshall was asked to be the NAACP's top lawyer. He moved to New York City. He worked on many cases. He helped African Americans who were treated unfairly. In court, Marshall was a good storyteller and very likable. He was also great at debating. These qualities helped make him a strong lawyer.

Most of Marshall's cases were about segregation in schools. So, the Supreme Court joined all these cases into one big case. Marshall wanted to get rid of the idea of "separate but equal." He argued that there was no such thing. He believed that people would never feel equal if they were segregated.

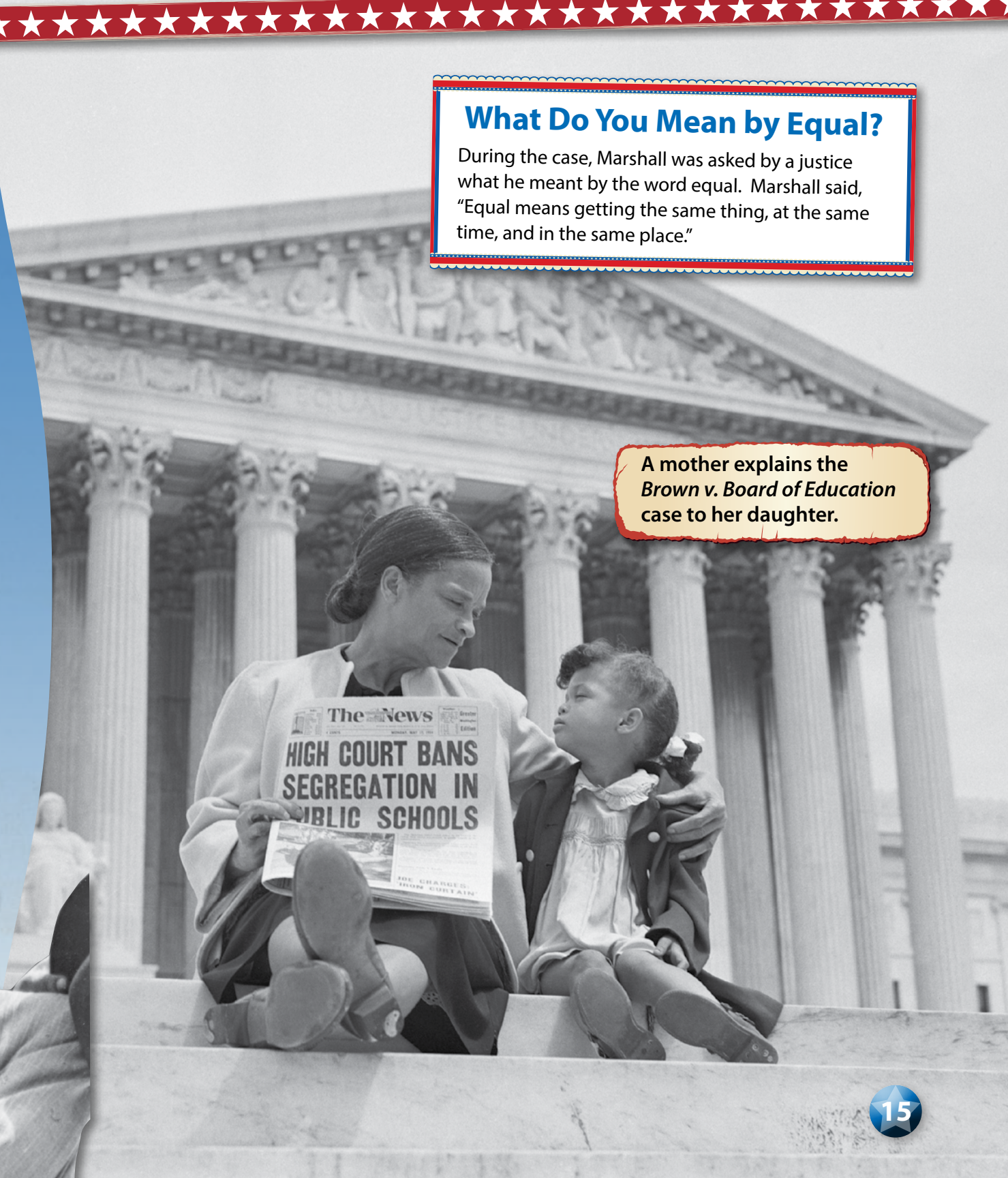
The case is known as *Brown v. Board of Education*. Marshall knew that winning this case would change America. In 1954, the Supreme Court reached a **verdict**. It said that "separate but equal" for schools was against the law. Marshall won!



Marshall celebrates after winning the *Brown v. Board of Education* case in 1954.

## What Do You Mean by Equal?

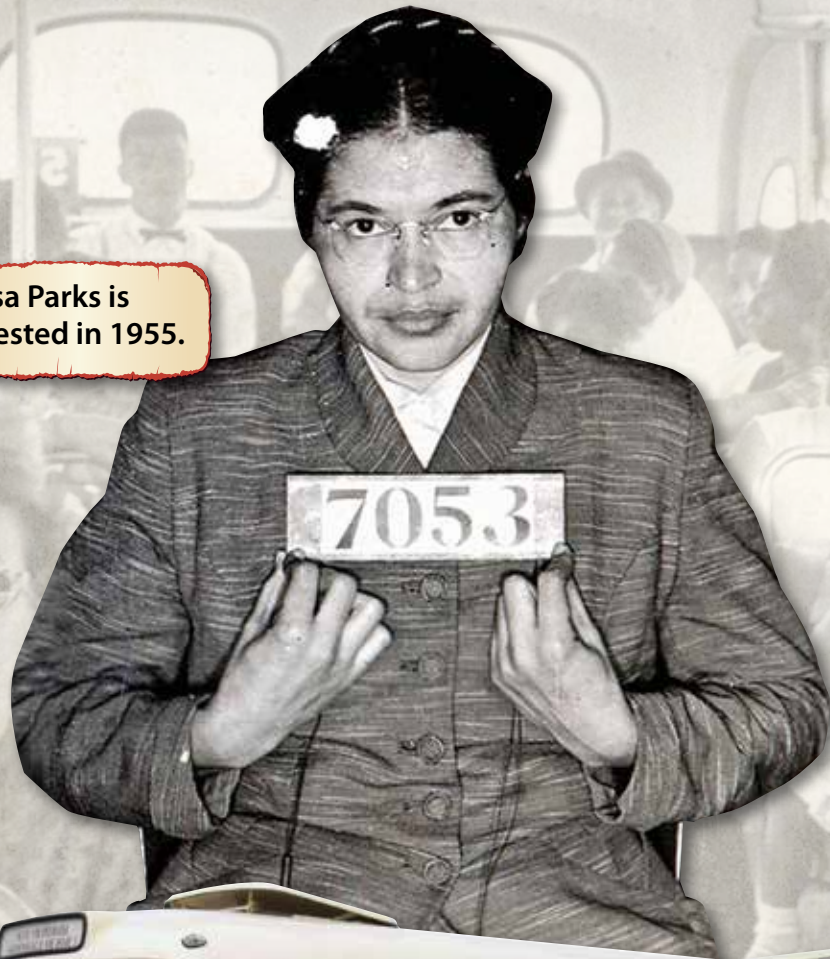
During the case, Marshall was asked by a justice what he meant by the word equal. Marshall said, "Equal means getting the same thing, at the same time, and in the same place."



A mother explains the *Brown v. Board of Education* case to her daughter.



Rosa Parks is arrested in 1955.



The *Brown v. Board of Education* case was a big win for Marshall. His next goal was to end segregation everywhere, not just in schools. A woman named Rosa Parks gave him his chance.

In 1955, buses in Alabama were segregated. The law in Alabama said that only white people could sit in the front of the bus. African Americans had to sit in the back of the bus. And if there were not enough seats for everyone, then African Americans needed to stand up so that white people could sit down.

One day, Parks refused to give up her seat for a white man. The police arrested her. Her case went to the Supreme Court. Marshall was her lawyer. He said that all segregation should be **illegal** (ih-LEE-guhl), or against the law. The Supreme Court agreed. It was another important win for African American civil rights.

### Sad News

While Marshall was working on the Rosa Parks case, he received some sad news. His wife, Buster, was very sick. He took time off work to take care of her, but she passed away. Later, Marshall would marry a woman named Cecilia Suyat (suh-SEEL-ee-uh soo-YAHT). Her nickname was Cissy.

Cissy and Marshall

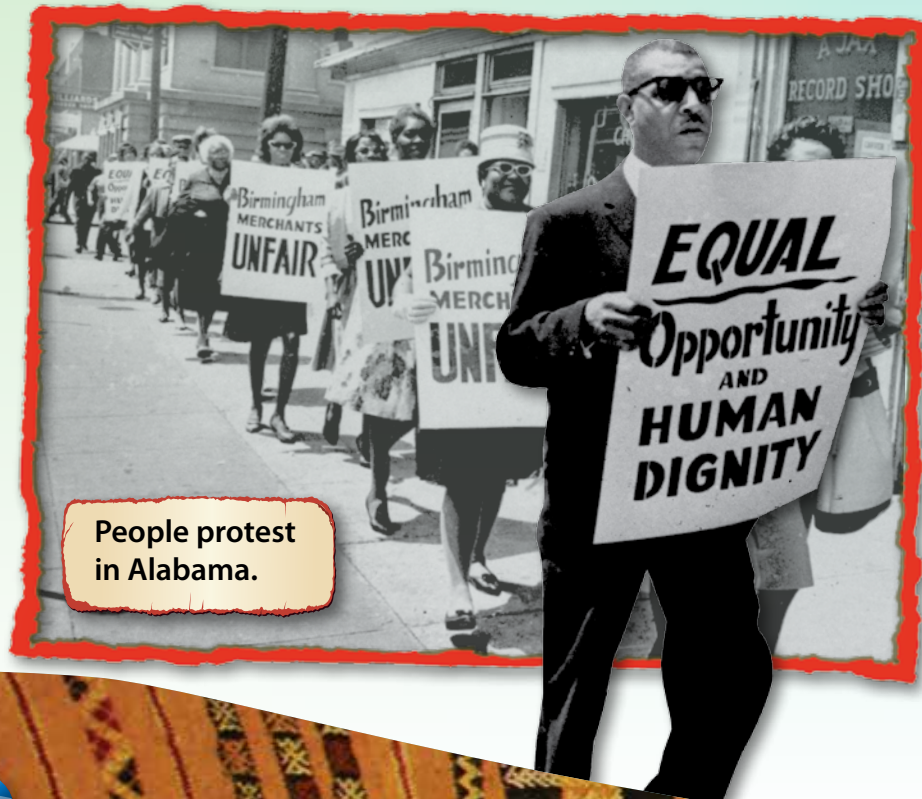




# Taking a Break

By 1960, Marshall had been working for the NAACP for more than 20 years. He had helped end some segregation laws in America. He had inspired many African Americans to keep fighting for their civil rights.

But many white people did not want segregation to end. They were mad at Marshall. They sent him angry letters and said that they would hurt him if he kept working for equality. Even some civil rights leaders did not like Marshall. They felt that changing laws took too long. They wanted to make changes with **boycotts** (BOI-kotz) and protests. Marshall needed to take a break.



People protest in Alabama.



Marshall and Kenya leader, Jomo Kenyatta (JOH-moh ken-YAH-tuh)

Marshall traveled to Kenya in Africa. This country belonged to Great Britain, but it wanted to be free like the United States. Marshall spent time with the leaders in Kenya. He helped them write a constitution for their new government. After he helped them, the new leaders gave him a coat. Marshall kept the coat for the rest of his life.



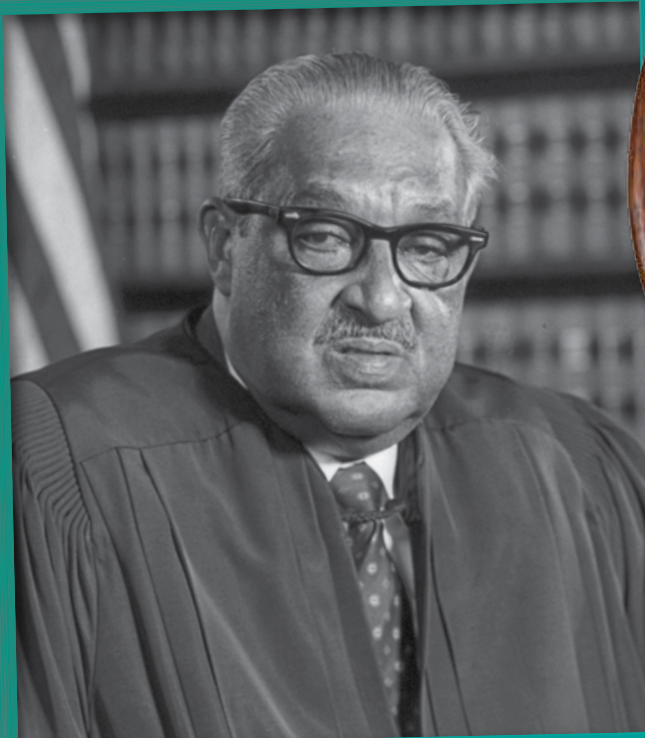
# New Roles

When Marshall returned to the United States, he was ready for a new challenge. President John F. Kennedy had one for him. Marshall had been a very good lawyer. The president thought that he would be a good judge, too. In 1961, Kennedy chose Marshall to be a judge on the Court of Appeals. This court is where people go if they do not agree with the verdict of their case. Marshall got to make the final decisions on many cases. Some cases were about civil rights. Other cases were about business.



President John F. Kennedy

Thurgood Marshall



In 1963, there was a new president. And there was a new job for Marshall. President Lyndon B. Johnson asked him to be **Solicitor (suh-LIS-i-ter) General**. Marshall would now represent the government in court. He argued many cases before the Supreme Court.

Marshall was only the second African American to be a judge in the Court of Appeals. And he was the first to be Solicitor General!

## Civil Rights Act

In 1964, President Johnson approved the Civil Rights Act. This law said that people could not be treated differently because of their skin color. It made segregation illegal in the United States.

President Lyndon B. Johnson signs the Civil Rights Act.





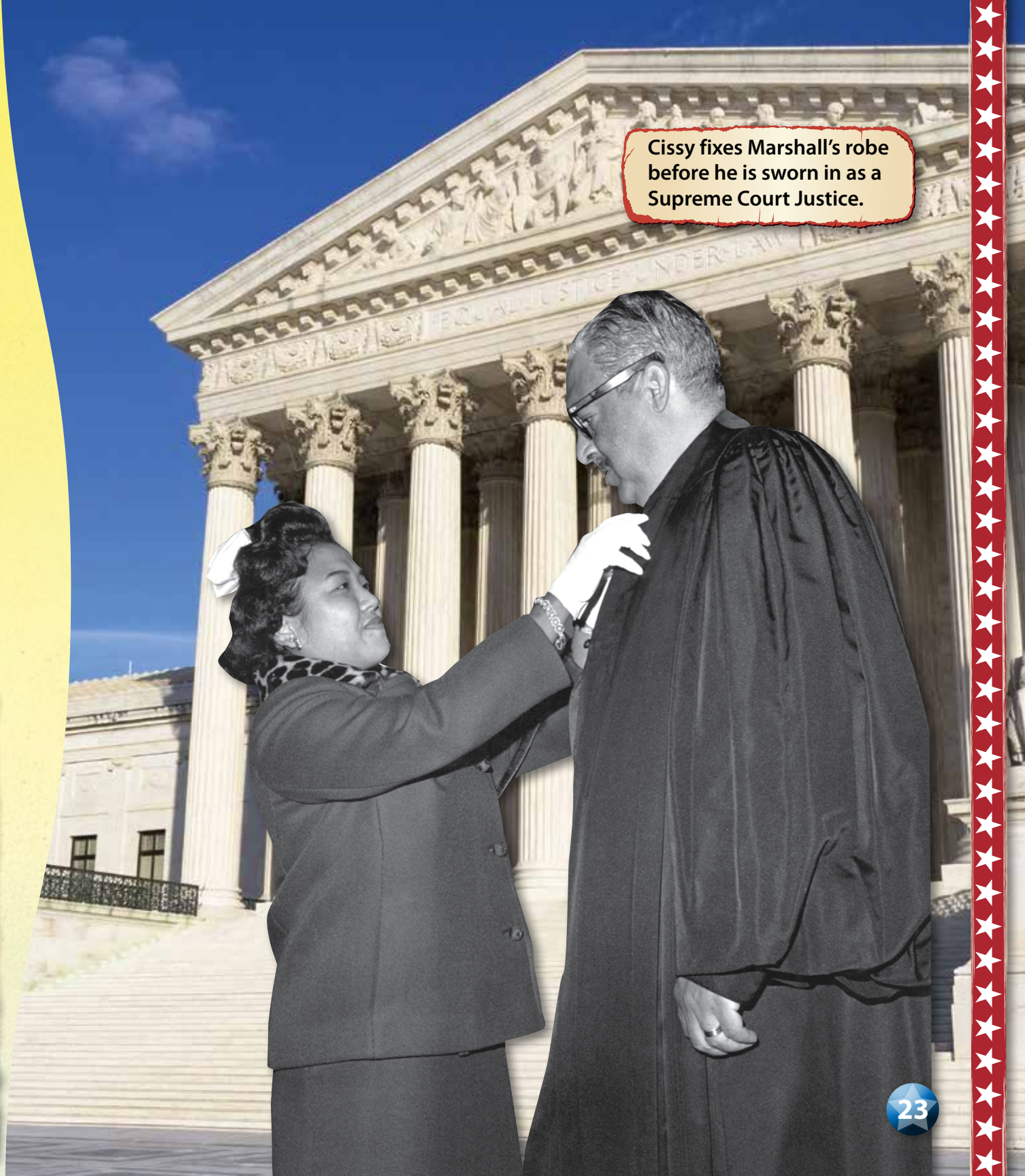
By 1967, President Johnson thought that Marshall was doing a great job. But the president wanted Marshall to have an even higher position. The Supreme Court had never had an African American justice before. The president knew that Marshall would be perfect for the job. Johnson said, “It was the right thing to do, the right time to do it, the right man, and the right place.” Marshall knew a lot about the Supreme Court. He had been debating cases there for years. Now, he would be making decisions for the Supreme Court.

While Marshall was a justice, he kept working for civil rights. He wanted rights for women. And he thought that American Indians’ rights were important, too. He also wanted to protect the poor.

Marshall did not always agree with the other justices of the Supreme Court. But he always did what he thought was right for America.



Marshall and  
President Johnson



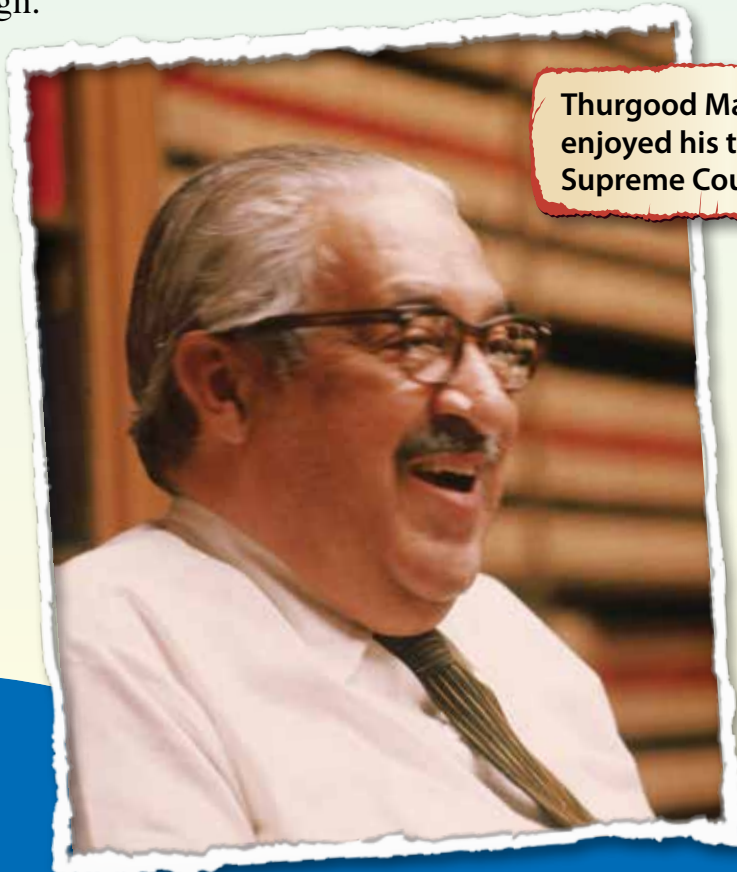
Cissy fixes Marshall's robe  
before he is sworn in as a  
Supreme Court Justice.



# Time to Resign

Justices can serve on the Supreme Court for as long as they want. Marshall always thought that he would be a justice for the rest of his life. But after almost 24 years, his health was failing. His heart was weak and he could not see very well. He was 82 years old.

Marshall decided that it was time to stop working. He **resigned** (ri-ZAHYND) from the Supreme Court in 1991. A reporter asked Marshall why he was leaving. He joked, "I'm getting old and coming apart!" Many people were surprised by Marshall's decision to leave the court. His fellow justices were sad to see him resign.



Thurgood Marshall enjoyed his time as a Supreme Court justice.

On January 24, 1993, Marshall passed away. His body was brought to the Supreme Court building where thousands of people came to honor him. His funeral was shown on television. Many people spoke about the ways that he helped African Americans. Americans knew that they had lost a true hero.



Marshall's body is viewed in the Supreme Court building.

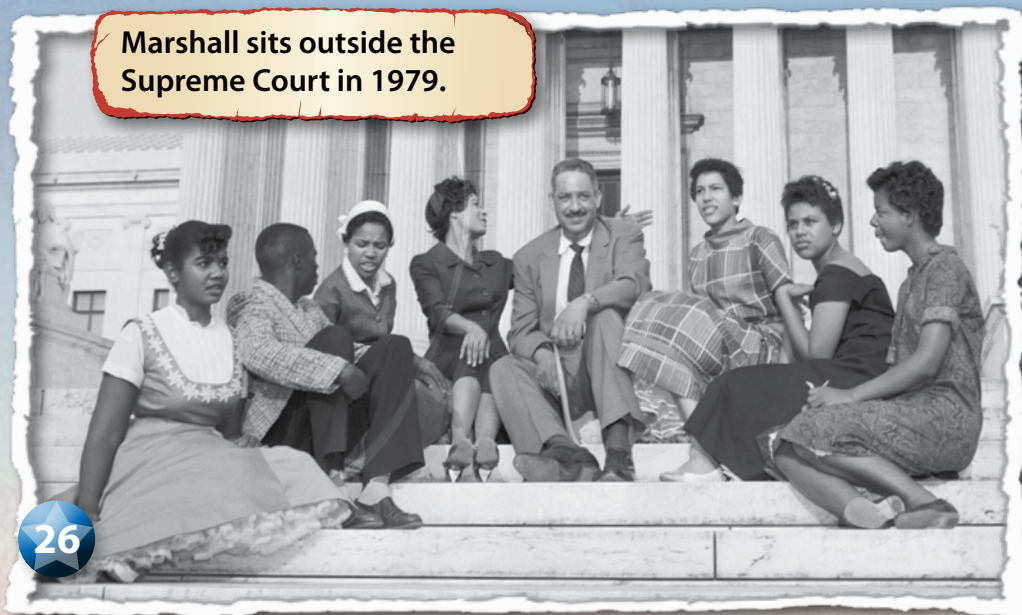


# Mr. Civil Rights

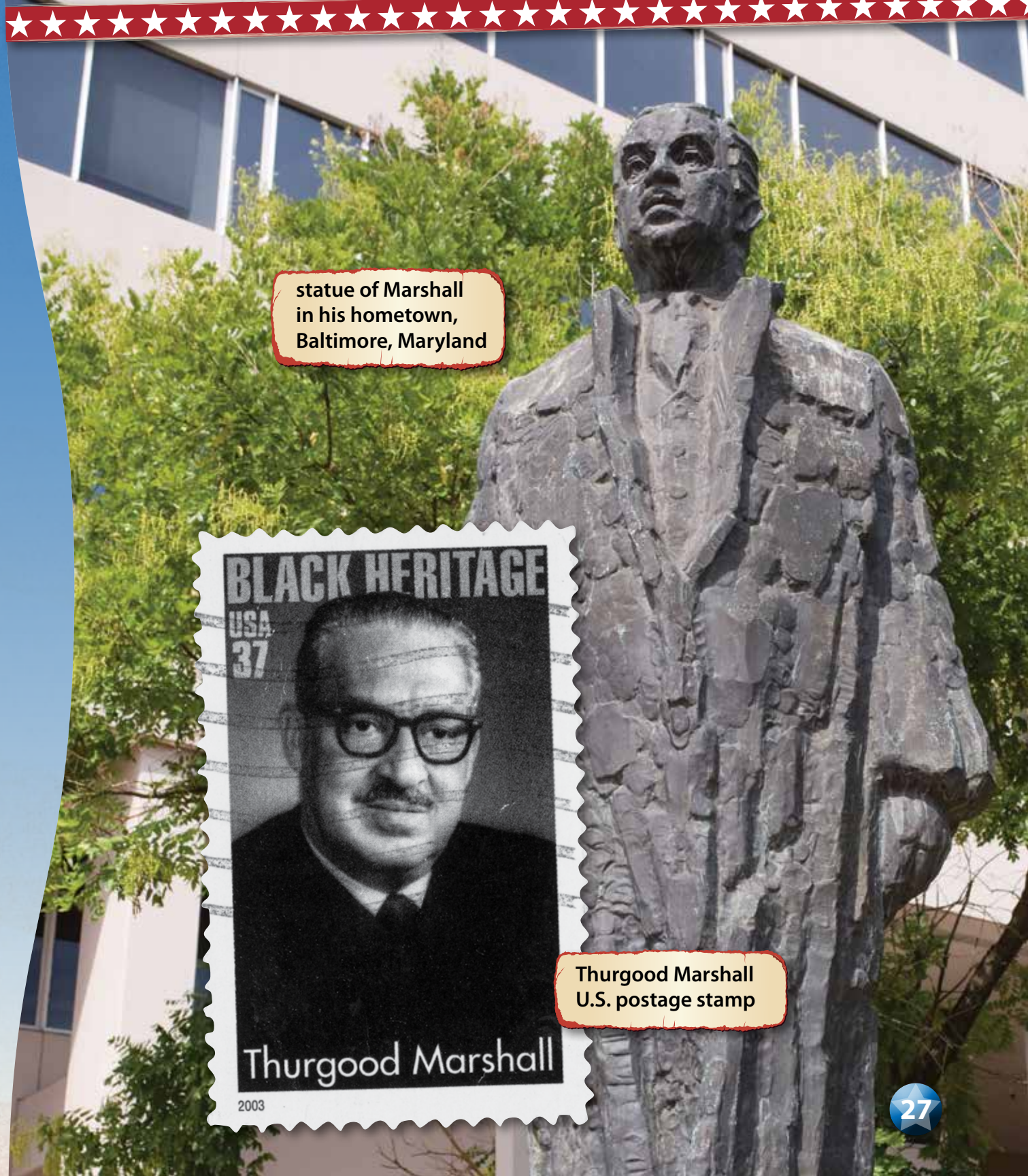
People have done many things to honor Marshall. The University of Maryland's law school named its library after him. This is the same school that would not let him attend due to the color of his skin. There is also a statue of Marshall in his hometown. It stands in front of the courthouse. His picture was put on a U.S. postage stamp. There is even a college named after him!

Marshall's nickname was "Mr. Civil Rights." He used the law to fight for civil rights. Marshall did not believe in "separate but equal." He spent his life working to end segregation. He fought hard for equality.

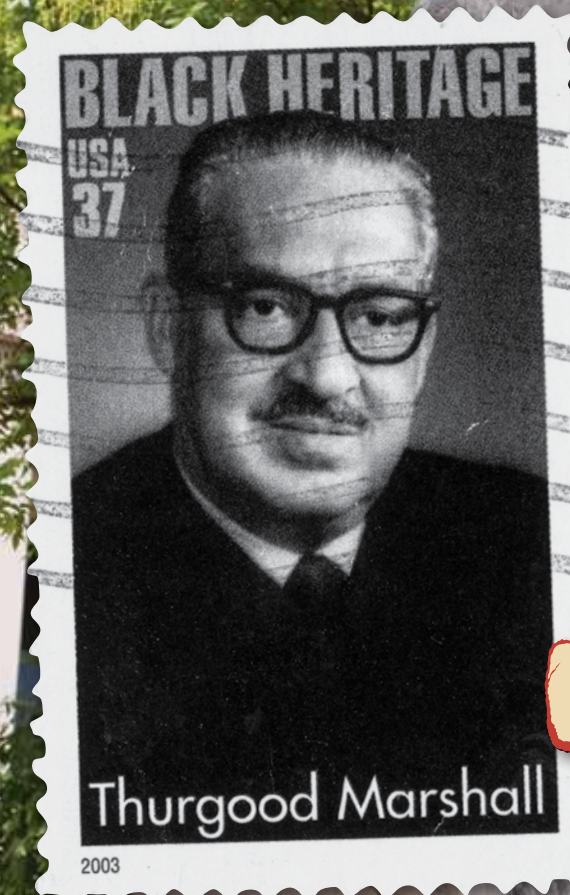
Thurgood Marshall was a lawyer, a judge, and a Supreme Court justice. No matter which job he had, he always tried to make the United States a better and more fair place.



Marshall sits outside the Supreme Court in 1979.



statue of Marshall in his hometown, Baltimore, Maryland



Thurgood Marshall U.S. postage stamp



# Amazing Americans Today

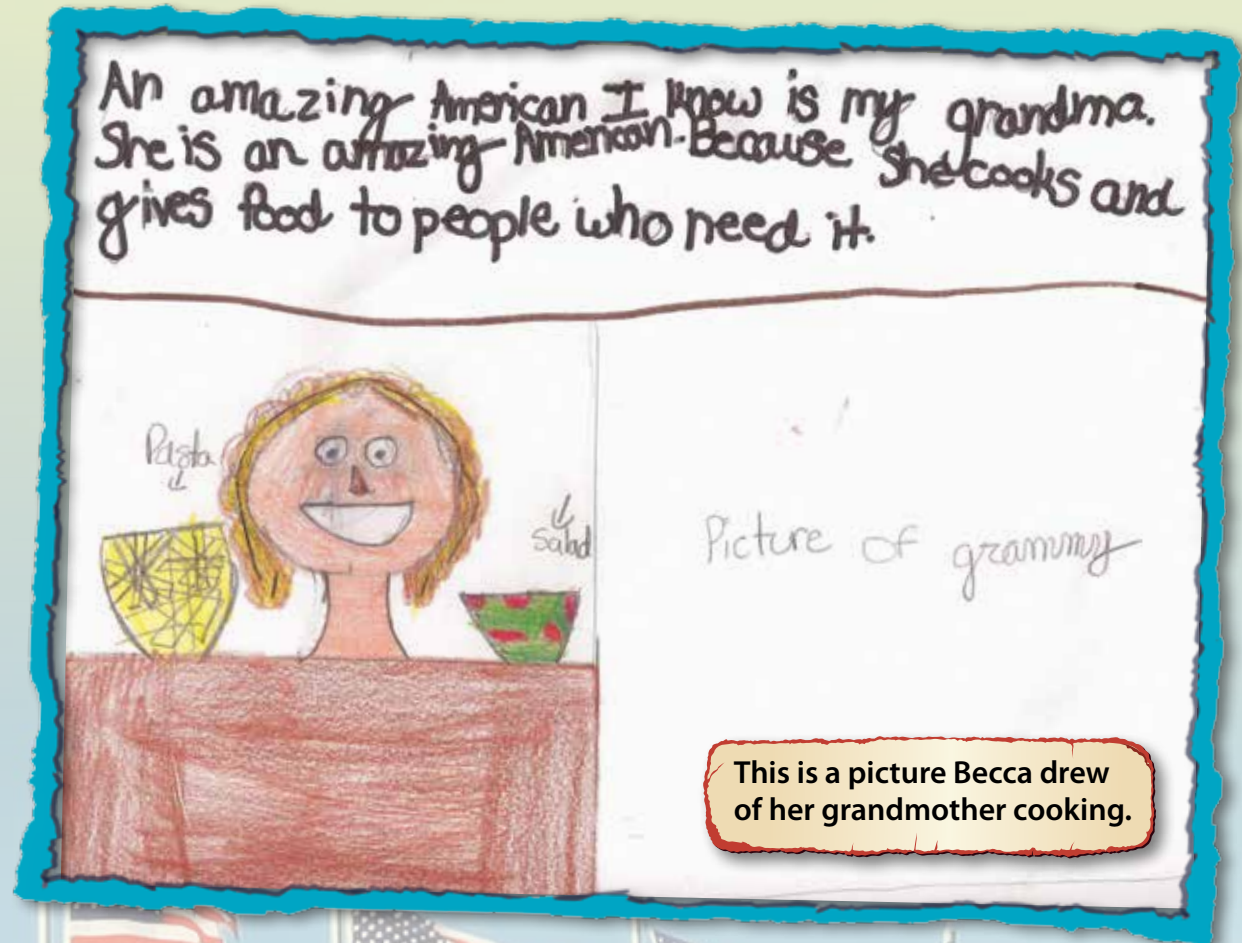
Thurgood Marshall was an amazing American. He helped people by fighting for civil rights and making sure everyone was treated equally.

Becca's amazing American is her grandmother Annette. She loves to help people in her community by cooking and sharing meals with them. She also teaches table manners to kids. She believes that making food is an important skill for kids to learn.



## Ask It!

Ask an adult to help you find an amazing American in your community. Interview that person. Find out what he or she does to make your community a better place.





# Glossary

- boycotts**—when people refuse to buy, use, or participate in something as a way of protesting
- civil rights**—rights that every person should have
- debating**—discussing something with people whose opinions are different from your own
- equal**—the same
- illegal**—against the law
- judge**—a person who has the power to make decisions on cases brought before a court of law
- justice**—a judge in the Supreme Court
- lawyer**—a person whose job is to guide and assist people in matters relating to the law
- represent**—speak or act for someone or something officially
- resigned**—gave up a job in a formal and official way
- scholarship**—an amount of money that is given to a student to help pay for his or her education
- segregated**—to separate groups of people because of their race or religion
- Solicitor General**—someone who represents the government in court
- U.S. Constitution**—the system of beliefs and laws by which the United States is organized
- verdict**—the decision made by a judge or jury in a trial

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# Your Turn!



## Be Fair!

Think about your community. Is there something that you feel is not fair? Is there a law or rule that does not treat everyone equally? Write a letter to a community leader explaining how you think things could be more fair.