**Dailey Inclement Weather Packet: Monday**

**Civil Rights Leaders: Marcus Garvey**

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Black nationalist Marcus Garvey is shown in a military uniform as the "provisional president of Africa" during a parade up Lenox Avenue in Harlem, New York City, during opening day of the annual Convention of the Negro Peoples of the World in August 1922. AP Photo

**Synopsis:** Marcus Garvey was born in Jamaica in 1887. He became a leader of the Black Nationalism and Pan-Africanism movements, which sought to give black people freedom and political power. Garvey founded the Universal Negro Improvement Association and African Communities League. He promoted Pan-African ideas which inspired a global movement, known as Garveyism. Garveyism would eventually inspire others, from the Nation of Islam to the Rastafari movement. Garvey died in London in 1940, and was eventually buried in Jamaica.

**Early Life**

Social activist Marcus Mosiah Garvey, Jr. was born on August 17, 1887, in St. Ann's Bay, Jamaica. Garvey was the last of 11 children born to Marcus Garvey, Sr. and Sarah Jane Richards. Garvey, Sr. was a great influence on Marcus. He had a large library, where young Garvey learned to read.

At age 14, Garvey became a printer's apprentice. In 1903, he traveled to Kingston, Jamaica, and soon became involved in union activities to organize workers for better pay. In 1907, he took part in an unsuccessful printer's strike. The experience kindled in him a passion for political activism. Three years later, Garvey traveled throughout Central America working as a newspaper editor and writing about the exploitation of migrant workers. He later traveled to London, where he attended University of London.

**Founding The Universal Negro Improvement Association**

Inspired by these experiences, Garvey returned to Jamaica in 1914. There he founded a group called the Universal Negro Improvement Association (UNIA). His goal was to unite all African people so that they could "establish a country and absolute government of their own." Garvey later settled in New York City and formed a UNIA chapter in Harlem, a major African-American neighborhood. There he tried to promote his separatist philosophy. Garvey believed that only by forming their own nation would blacks be able to enjoy social, political and economic freedom. In 1918, he began publishing the newspaper Negro World to spread his message.

By 1919, Garvey and UNIA had launched the Black Star Line. This was a shipping company designed to establish trade between Africans in America, the Caribbean, South and Central America, Canada and Africa. At the same time, Garvey started the Negros Factories Association. This was a series of companies set up to manufacture goods in the Americas and Africa.

In August 1920, UNIA claimed 4 million members and held its first International Convention in New York City. Before a crowd of 25,000 people from all over the world, Garvey spoke of having pride in African history and culture. Many found his words inspiring, but not all. One of Garvey's biggest critics was W.E.B. Du Bois, an important black leader and officer of the National Association for the Advancement of Colored People (NAACP). Du Bois thought Garvey was giving into white supremacists like the Ku Klux Klan by saying blacks should live separately from whites. Du Bois called Garvey "the most dangerous enemy of the Negro race in America." Garvey felt Du Bois was working for white elites.

**Under Surveillance**

But Du Bois wasn't Garvey's worst enemy. History would soon show that FBI Director J. Edgar Hoover was committed to ruining Garvey for his radical ideas. Hoover felt threatened by the black leader, fearing he was encouraging blacks across the country to take up arms in order to fight for their freedom.

For several years Hoover tried to find damning personal information about Garvey. He even went so far as to hire the first black FBI agent in 1919 to spy on him.

"They placed spies in the UNIA," says historian Winston James. "They sabotaged the Black Star Line. The engines ... of the ships were actually damaged by foreign matter being thrown into the fuel," James claims.

**Charges And Loss Of Authority**

In 1922, Garvey and three other UNIA officials were charged with mail fraud involving the Black Star Line. On June 23, 1923, Garvey was convicted and sentenced to prison for five years. Garvey claimed to be a victim of a politically motivated miscarriage of justice. He appealed his conviction, but was denied. In 1927 Garvey was released from prison and deported to Jamaica.

Garvey continued his political activism and the work of UNIA in Jamaica, and then moved to London in 1935. But he did not command the same influence he had earlier. Over time he lost even more support among the black population.

**Death And Legacy**

Garvey died in London in 1940. Due to travel restrictions during World War II, his body was buried in London. In 1964, his remains were exhumed and taken to Jamaica. The government there proclaimed him Jamaica's first national hero and reburied him at a shrine in the National Heroes Park.

**Monday Questions:**

1. **Who was Marcus Garvey and what was the legacy he left for the Civil Rights Movement**
2. **How did Garvey grow up in an environment that promoted protests and standing up for things he believed in?**
3. **What was the Universal Negro Improvement Association and why was it important??**
4. **What was the main idea of this article? List the main idea and THREE details FROM the text that helped you identify the main idea.**

**Dailey Inclement Weather Packet: Tuesday**

**Read & Respond**Use each text to answer the corresponding question.

Slavery ended in America with the Civil War. But racist local governments (and a generally racist American population) worked hard during Reconstruction to prevent blacks from achieving real freedom, let alone any kind of equality.

In 1896 the Supreme Court decision in Plessy v. Ferguson declared segregation legal, saying that "separate but equal" was the law of the land. Soon the South passed hundreds of local segregation, or Jim Crow laws to keep blacks out of white restaurants, factories, train cars and schools. Jim Crow laws also kept blacks away from the ballot through ballot taxes, literacy requirements and violent intimidation. Lynchings of black men occurred throughout the South. For African Americans, freedom was a dream deferred. It took a large number of people willing to fight for their rights to change the racist status quo in America.

**Circle the letter that best answers the question**

1. Plessy v. Ferguson legalized what?
2. ballot taxes
3. Slavery
4. Segregation
5. activism.

The first big victory for Civil Rights came in 1954 when the Supreme Court decided, in Brown v. Board of Education of Topeka, Kansas, that "separate but equal" in schools was unconstitutional. The Court said that even when the schools were physically identical, separation caused inequality. But the schools for whites and the schools for blacks (or "coloreds" as they were called) were very rarely identical. White schools often received 10 times the funding that black schools received. Chief Justice Warren wrote in the unanimous decision that "separate educational facilities are inherently unequal" because the system "generates a feeling of inferiority . . . that may affect [the minority students'] hearts and minds in a way unlikely ever to be undone."

In overturning Plessy v. Ferguson, the court made a bold statement against racial discrimination. Most Southern states balked at the decision to desegregate schools and changed nothing. When nine African American students tried to attend a white high school in Little Rock, Arkansas in 1957, resistance was so aggressive that President Eisenhower had to send federal troops to protect them. Those brave students are remembered as the Little Rock Nine.

**Circle the letter that best answers the question**

1. With which of these statements would Chief Justice Warren most likely agree?
   1. Racism affects people physically, socially and emotionally.
   2. As long as people have equal rights, separation shouldn’t bother anyone.
   3. If states want to keep “separate but equal,” they should be able to.
   4. Racism may be bad initially, but does not have long lasting effects.

The Brown v. Board of Education decision didn't end segregation in the South. It just ended segregation in schools. Blacks still had to drink from separate water fountains, go to different movie theaters, go to different restaurants, sit in the back of buses and give up their seats when white people got on.

On a December day in 1955, a woman named Rosa Parks boarded a bus after a long day at work in Montgomery, Alabama. Parks looked for a seat in the "colored" section at the back of the bus. Not finding one, she took a seat in the middle. When a group of white people got on the bus, the operator yelled out for her to move, but Parks didn't.

Parks was quickly arrested and within hours the African-American community in Montgomery was uniting. They were led by the young minister at Rosa Parks's church, Dr. Martin Luther King Jr. King, who organized a powerful and effective bus boycott in Montgomery. In 1956 the Supreme Court upheld a lower court's decision outlawing segregation on buses.

**Circle the letter that best answers the question**

1. Which of the following best describes the relationship between Rosa Parks and Martin Luther King Jr.?
2. King was Parks’s minister, so he took her confession after she was arrested.
3. Parks didn’t believe that segregation on buses was a problem but King did.
4. Both Parks and King were civil rights activists, but King believed in nonviolence and Parks believed violence was necessary.
5. Both Parks and King were civil rights activists, and King organized protests in support of Parks.

Martin Luther King, Jr., inspired by Mahatma Gandhi and Henry David Thoreau, believed that the best way to bring about equality was through nonviolent civil disobedience.

King might not have had an army, but he did have followers. In 1957 he went to Atlanta to form the Southern Christian Leadership Conference (SCLC), which organized sit-ins at businesses that discriminated against blacks.

By advocating nonviolence and tolerance, King was able to sell his message to blacks and whites alike. Unlike more radical civil rights leaders like Malcolm X, King met with presidents Eisenhower, Kennedy and Johnson to discuss policy. Before the March on Washington in 1963, when King delivered his famous "I have a dream" speech, President Kennedy spoke with King and told him to make sure the tone of the march wasn't too violent, otherwise Congress might not pass the Civil Rights Act.

**Circle the letter that best answers the question**

1. Inspired by Gandhi and Thoreau, Martin Luther King Jr. believed
   1. that violence was the only way to end discrimination in America.
   2. there was a very strong possibility that Congress would not pass the Civil Rights Act.
   3. equality would be reached through the use of nonviolent civil disobedience.
   4. sit-ins and marches would not be enough to bring about serious change.

**Dailey Inclement Weather Packet: Wednesday**

**Read & Respond**Use each text to answer the corresponding question.

On August 28, 1963, the powerful March on Washington drew 250,000 civil rights supporters to the Capitol's steps, but Republicans in Congress still refused to pass a civil rights bill. After Kennedy's assassination, Johnson became president and outlined a Great Society program for America, part of which was to achieve racial equality. Johnson pushed the Civil Rights Act, which outlawed racial discrimination in public facilities, through Congress in 1964.

This was the same year that Dr. King was awarded the Nobel Peace Prize. A year later Congress passed the Voting Rights Act, which encouraged protection for black voters and struck down poll taxes and literacy tests. It was a major victory for civil rights.

1. As a result of the Civil Rights Act of 1964,
   1. segregation in public places was ruled illegal
   2. black men and women were encouraged to vote
   3. school segregation was legalized
   4. Martin Luther King won the Nobel Peace Prize.

Some African Americans felt that King's pacifist, nonviolent mentality was too weak to effectively deal with racial discrimination, and so they started the Black Power movement. Malcolm X was one of its first leaders.

Malcolm X soon became the most prominent minister for the Nation of Islam. He believed that blacks could only achieve equality and freedom through radical change. He also famously said,"We declare our right on this earth. . . to be a human being, to be respected as a human being, to be given the rights of a human being in this society, on this earth, in this day, which we intend to bring into existence by any means necessary."

In 1964 Malcolm broke with the Nation of Islam. A few months later he took a pilgrimage to the holy city of Mecca, a religious journey known as the hajj. In Mecca he experienced a kind of spiritual rebirth that caused him to reconsider many of his views toward white people. He came back to the United States with a much softer message, still advocating for civil rights, but offering a more conciliatory view toward whites.

1. Before 1964, Malcolm X believed
   1. nonviolent civil disobedience was the key to social change.
   2. racial discrimination could only be ended through radical and violent action.
   3. Martin Luther King’s ideas were right and should be spread to the whole country.
   4. the black community should accept things as they were and not protest racial inequality.

Meanwhile blood was being spilled all over the country. In 1963 a Birmingham church was bombed, killing four African-American girls. Three civil rights advocates were murdered in Mississippi in 1964.

During the summer of 1965 in Watts, an all-black, run-down neighborhood in Los Angeles, a white police officer pulled over a young black driver to check him for drunk driving. The officer arrested the young man, but a crowd had gathered to witness the brutality. By the time the officer called for backup, the crowd had grown larger and angrier. They began hurtling rocks and bottles at the officers. The next day, the protest had grown into a full-scale riot with thousands of angry African Americans marching through the streets with guns and Molotov cocktails. They set Watts on fire.

Thousands of national guardsmen were called in, and a battle raged for six days. The riot killed 34 people, injured more than 1,000 and caused $50 to $100 million in damage. The following hot summers brought more race riots, most notably in Detroit, Michigan and Newark, New Jersey.

1. The Watts riots began when
   1. a white police officer pulled over a young black man in Los Angeles in 1965
   2. three civil rights advocates were murdered in Mississippi in 1964
   3. four African-American girls were killed in a Birmingham church in 1963
   4. police raided a bar in Detroit in 1967.

The 1960s were an amazingly turbulent time in America. The nation was rocked by the assassinations of many important figures within the course of just a few years.

John F. Kennedy was assassinated on November 22, 1963. While campaigning for reelection in Dallas, he was shot by Lee Harvey Oswald from the sixth story of a nearby building. A tremendous amount of controversy surrounds Kennedy's assassination.

On April 4, 1968, Martin Luther King was assassinated while speaking on a balcony at a motel in Memphis. He was killed by James Earl Ray, a white racist. In more than one hundred cities, blacks took to the streets in anger. The riots led to 46 deaths and 27,000 arrests. The immediate and lasting effects of the death of Martin Luther King on America are impossible to quantify.

Malcolm X was shot and killed in the Audubon Ballroom in Harlem on February 21,1965. Unlike JFK and MLK, Malcolm was living in a state of panic. Two weeks earlier, his house had been firebombed. The men arrested for his death were three members of the Nation of Islam, though the truth behind the assassination remains mysterious.

1. The author of the passage characterizes the 1960s as a turbulent time in America because
   1. the nation was going through a lot of social change very quickly
   2. not much was happening in the country at the time.
   3. several prominent people were assassinated in just a few years.
   4. the sixties saw a flowering of art and culture in America.

**Dailey Inclement Weather Packet: Thursday**

**Throwback Thursday!**

Pick two songs, older than ten years old, that you enjoy. Find the MAIN IDEA AND THEME, for that song, use the theme in a sentence, and find lyrics that back up why you chose that theme and main idea

**Song #1:**

**Main Idea of the song:**

**Theme in 1 word:**

**Use the Theme in a sentence:**

**Write down lyrics that back up why your chose that theme/main idea:**

**Song #2:**

**Main Idea of the song:**

**Theme in 1 word:**

**Use the Theme in a sentence:**

**Write down lyrics that back up why your chose that theme/main idea:**

**Define the following vocabulary terms (tell me who they are/what it is, what did it/they do, what purpose did it/they serve in relation to the Civil Rights Movement):**

* **Assassinate:**
* **Brown v. Board of Education:**
* **Brutality:**
* **Civil Rights Act of 1964:**
* **Malcolm X:**
* **Martin Luther King, Jr:**
* **Pacifist:**
* **Race riot:**
* **Rosa Parks:**
* **Voting Rights Act of 1965:**

**Dailey Inclement Weather Packet: Friday**

# Read & Respond Use the text below to answer the question.

Question 1 of 4

# Almost everything that you read will have a **subject**, **main idea** and **details**. It may help to imagine these characteristics as big, medium and small. The subject of a book is big and broad. Try asking yourself, "What is this book about?" and answering in a few words.

Read the following passages and answer the corresponding questions

The ability to vote is one of the most important rights in a democracy. People should be able to vote easily, and voting laws should be written to make sure that the largest number of people are able to vote. Voting stations should be easy to get to and should be open early enough and late enough so that everyone has time to vote.

1. What is the subject of the passage?
2. the ability to vote
3. The ability to vote is an important right.
4. Voting stations should be easy to get to.
5. People should be able to vote easily.

Question 2 of 4

The main idea is more specific than the subject. It gives us more information about what the text is about. Try asking yourself, "What is the author saying?" and "What is the most important thing the author wants me to walk away with from this text?"

Read the following passage.

Federica sat in the back of the cab, watching her new city go by. Nothing around here felt like home. Home was a house at the very end of a sloping dirt road, with no one else around for miles. Home was the sound of wind through grass and trees and the calls of animals at night. Home was peaceful and Federica liked it that way. Home was not what whizzed past her window now: soaring glass buildings, traffic in the streets, the sound of cars rushing past and so many people talking, talking, always talking. “This place is chaos,” Federica thought. “I’ll never get used to this.”

1. What is the main idea of the passage?
2. Federica sat in the back of the cab, watching her new city go by.
3. Federica doesn’t feel at home in her new city.
4. a girl named Federica
5. Sometimes, people must get used to new ways of life.

Question 3 of 4

The details are the most specific of all. They support the main idea. They often include descriptions about places, people or things.

Read the following passage.

Serena crossed the beach. She could feel the sand shifting beneath her feet as she ran. It was early morning, and the ocean tide was low. She was rushing to the tidal pools to search for shells. She did this every morning. The shells were most important to her, but she also liked the surprises she would sometimes find—hairy and ancient hermit crabs and swift, darting minnows and sometimes a crumbling sand dollar.

1. Which of the following details from the passage best supports the main idea that “Serena enjoys searching for shells and other creatures on the beach”?
2. “Serena crossed the beach.”
3. “It was early morning, and the ocean tide was low.”
4. “...sand shifting beneath her feet as she ran.”
5. “...hairy and ancient hermit crabs and swift, darting minnows and sometimes a crumbling sand dollar...”

Question 4 of 4

You’ll find main ideas in both fiction and nonfiction texts.

A festival is a type of party to which everyone is invited. For thousands of years, people have thrown festivals. Mardi Gras is a famous annual festival in New Orleans, Louisiana. Mardi Gras happens the week before Lent, a Christian holiday. During Lent, people give up certain things, like eating their favorite foods, for a few weeks. Mardi Gras is their last chance to do the things they enjoy before Lent. People are permitted to eat and drink whatever they want during the week of Mardi Gras. They have parades in the streets. The entire city contributes to the fun.

1. What is the main idea of the passage?
2. Mardi Gras is an annual festival in New Orleans, during which people can enjoy themselves before Lent.
3. Festivals
4. Festivals help bring people together.
5. During Lent, people give up certain things, like eating their favorite foods, for a few weeks.