

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

## Answer Key: Unweaving the Loom of Justice: 4th Grade Civil Rights Analysis Quiz

Imagine sitting at a lunch counter where 10 challenging analysis questions reveal the strategy and courage behind the Greensboro Sit-ins and the Student Nonviolent Coordinating Committee.

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**1. In 1960, four college students in Greensboro, North Carolina, used a 'sit-in' at a Woolworth's lunch counter. What was the primary strategic goal of choosing a 'sit-in' rather than a loud protest?**

**Answer:** B) To peacefully disrupt business as usual to highlight unfair laws

The sit-in was a form of nonviolent direct action designed to make segregation visible and economically difficult for businesses to maintain.

**2. The \_\_\_\_ was a group of young people who organized protests like 'Freedom Summer' to help African Americans register to vote in the South.**

**Answer:** C) Student Nonviolent Coordinating Committee (SNCC)

SNCC (pronounced 'snick') was essential because it empowered students and young activists to take leadership roles in the movement.

**3. During the Civil Rights Movement, activists often used 'economic boycotts' to force companies to change their discriminatory policies.**

**Answer:** A) True

By refusing to spend money at businesses that practiced segregation, activists used economic pressure to demand social change.

**4. Septima Clark was known as the 'Queen Mother' of the movement for creating 'Citizenship Schools.' Why was teaching people to read and write considered a powerful tool for Civil Rights?**

**Answer:** A) It allowed people to pass unfair literacy tests used to block voting

Many Southern states used difficult reading tests to prevent Black citizens from voting; education was a direct way to bypass these barriers.

**5. The \_\_\_\_ in 1963 was a pivotal event where people of all races gathered at the Lincoln Memorial to demand 'Jobs and Freedom.'**

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**Answer:** B) March on Washington

The March on Washington demonstrated the massive scale of support for civil rights legislation to the entire nation.

**6. When the 'Little Rock Nine' tried to enter Central High School in 1957, the Governor of Arkansas used the National Guard to block them. This shows a conflict between which two levels of government?**

**Answer:** B) State vs. Federal (National)

This was a major constitutional crisis where the state government refused to follow the federal Supreme Court's ruling to desegregate schools.

**7. The Civil Rights Movement only focused on laws regarding public buses and never addressed issues like housing or employment.**

**Answer:** B) False

The movement worked to end discrimination in all parts of life, including where people lived (Fair Housing Act) and where they worked (Civil Rights Act).

**8. Fannie Lou Hamer, a leader in the Mississippi Freedom Democratic Party, famously said she was 'sick and tired of being \_\_\_\_.'**

**Answer:** A) sick and tired

This famous phrase expressed the deep exhaustion and determination of activists who had faced years of systemic violence and injustice.

**9. Bayard Rustin was an important organizer who helped plan the March on Washington, despite facing prejudice for his personal identity.**

**Answer:** A) True

Rustin was a brilliant strategist and a key advisor to Dr. King, proving that many different people contributed to the movement's success.

**10. Which of these best describes the concept of 'Nonviolent Resistance' as practiced by leaders like Diane Nash?**

**Answer:** C) Taking a stand against injustice without using violence, even if attacked

Nonviolent resistance required immense discipline and courage to show the moral strength of the movement to the public.

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