

Finding Text Evidence

Find each piece of text in the text evidence bank and highlight OR underline it with the color specified. Not all pieces of text evidence will be used as answers.

For items 1-4, you'll be citing textual evidence to support what the text says explicitly.

1. Find the text evidence that explains the goal of the 2018 walkouts and highlight it in **blue**.
2. Find the text evidence that provides details about the conditions at schools that Barbara Johns attended. Highlight it in **green**.
3. Find the text evidence that tells where the Los Angeles walkouts began and highlight it in **purple**.
4. Find the text evidence that explains what, if any, consequences students participating in walkouts might expect. Highlight it in **gray**.

For items 5-8, you'll be citing the textual evidence that most strongly supports inferences drawn from or analysis of the text.

5. Find the text evidence that most strongly supports the idea that Barbara Johns had the qualities of a leader. Highlight it in **pink**.
6. Find the text evidence that most strongly supports the idea that Barbara Johns changed history and highlight it in **orange**.
7. Find the text evidence that most strongly supports the idea that many Los Angeles teachers did not believe Mexican-American students were as capable as their American classmates and highlight it in **yellow**.
8. Find the text evidence that most strongly supports the idea that the problem of mistreatment of Mexican-American students in Los Angeles area schools was widespread. Highlight it in **red**.

Text Evidence Bank

For each item, find the appropriate piece(s) of text evidence and highlight or underline in the requested color. Not all pieces of text evidence will be used.

<p>In Virginia, black and white students were sent to separate and unequal schools.</p>	<p>Her school was overcrowded and underfunded. Students didn't have the space or the supplies they needed to learn. Classes were held in tar paper shacks, and the school district never fulfilled a promise to build a better building.</p>
<p>However, the court did not say students have the right to leave the school building.</p>	<p>Teachers and counselors did not encourage Mexican-American students to go to college. Instead, they directed them towards manual labor jobs.</p>
<p>Schools were kept in poor conditions and students were barred from using the restroom during lunch.</p>	<p>This walkout led to a Supreme Court case that eventually became part of the historic Brown V Board of Education Supreme Court ruling that declared school segregation unconstitutional, or against the law.</p>
<p>The walkouts began at Garfield High School.</p>	<p>The goal of the 2018 walkout participants is to draw attention to the issue of guns in America and to prompt government officials to take steps to solve problems associated with guns.</p>
<p>Barbara organized all 450 of her classmates, delivered a compelling speech, and convinced them to walk out in protest of their school conditions.</p>	<p>This movement is often referred to as the Chicano Civil Rights Movement. Chicano is a word some Mexican-Americans use to describe themselves.</p>
<p>But the walkouts soon spread to nearby schools. 22,000 students walked out over the course of the event and inspired many Mexican-American youth to become more active in the larger Mexican-American movement for equal rights.</p>	<p>So students should be aware that leaving school for a walkout could earn them the same consequences as just skipping class.</p>

Development of Central Ideas

Use the article to answer the questions and complete the graphic organizers.

1. What was the **central idea** of the entire article? Write it in the box below.
2. What are the names of the subheadings in the article? Write them on the lines provided.
3. What is the central idea of the first subsection? Write it in the space provided.
4. What is the central idea of the second subsection? Write it in the space provided.
5. What is the central idea of the third subsection? Write it in the space provided.

Walkout!

(1)

(2a) _____

(2b) _____

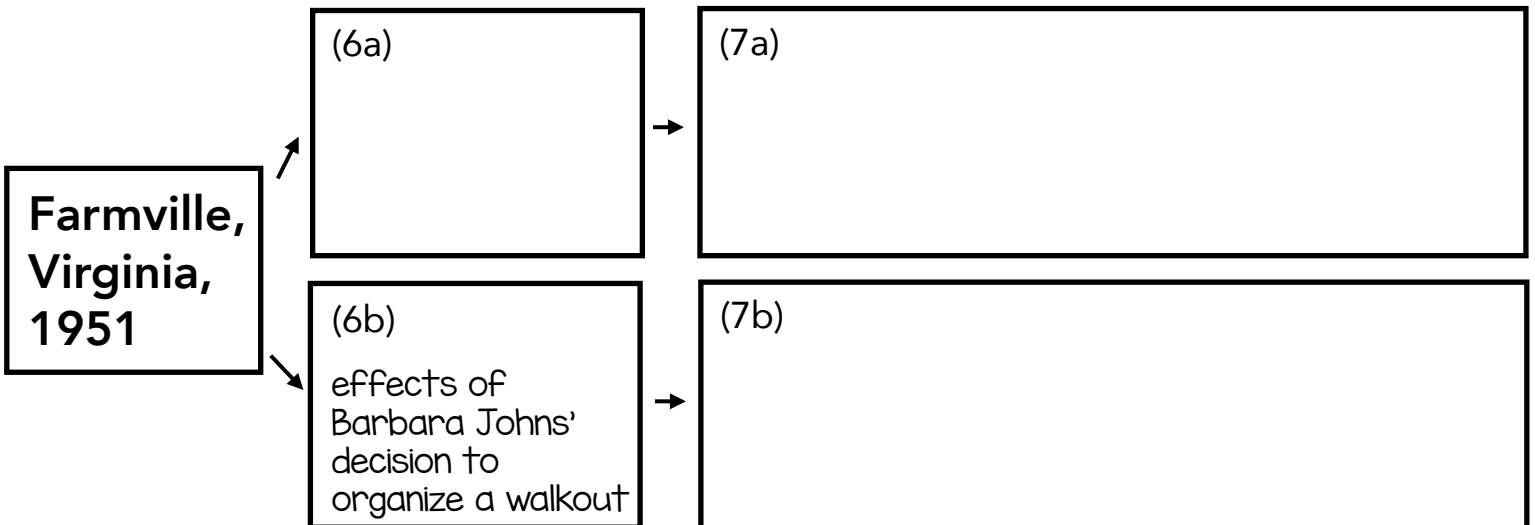
(2c) _____

(3)

(4)

(5)

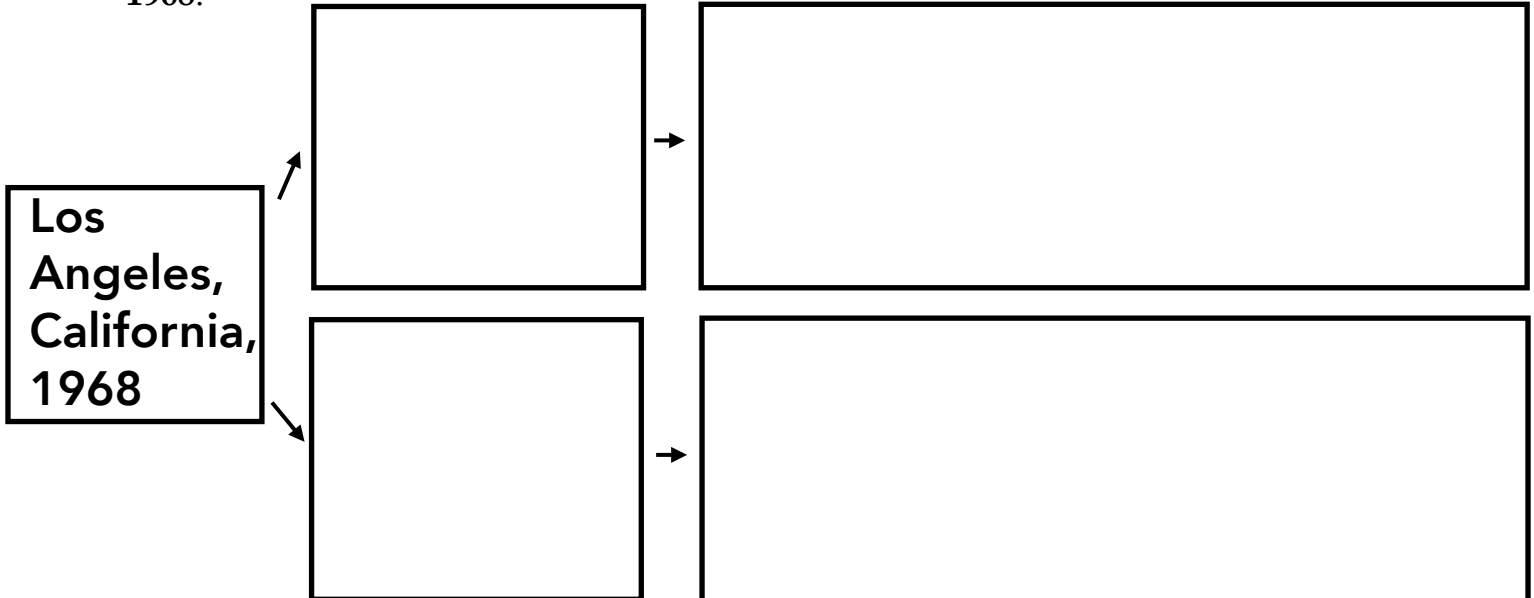
6. Let's take a closer look at the section, **Farmville, Virginia, 1951**. Divide this section into two categories and then fill in the details.
7. Now, add the **major details** (not sentences) in the spaces provided.



8. In your own words, explain how the text develops the central idea you identified for the section **Farmville, Virginia, 1951**. Be sure to include details from the text.

9. How does the central idea you identified for the section **Farmville, Virginia, 1951 (#3)** develop the central idea of the entire article (#1)?

10. Analyze details to complete the graphic organizer for the section **Los Angeles, California, 1968**.



11. How does the central idea you identified for the section **Are Student Walkouts Allowed?** develop the central idea of the entire article?
