Reconstruction in Five Acts
Unit by Ascend Social Studies,
part of the 2022 cohort of The 1619 Project Education Network

Power and Agency during the Civil Rights Movement (1950s-1980s)
Student Response Packet

Name: ___________________________ Date: _______________ Class: _____________

**Essential Question:** How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression?

**Do Now**
In your own words, define the words, power and agency.

*Power* is the ability to control the things around you—whether economically, politically, or otherwise.

*Agency* is essentially freedom.

Utilizing your prior knowledge, how have people resisted assimilation and oppression?

*By not voluntarily do society and rebelling regarding be the consequences in oppression.*

**Background and Context**

We have spent time exploring how Black people used power and agency during times of oppression to rebuild their lives and community between the 1600s and 1800s. Today, we continue to explore how this is seen throughout the mid-late 1900s.

**Student Investigation: The Resistance Museum**

**Power and Agency Exhibit**

Part One: Read and Analyze each Exhibit. Complete the Graphic Organizer. Become the Expert on the Exhibit.

<table>
<thead>
<tr>
<th>My Exhibit(s) Number</th>
</tr>
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</table>

Part Two: Meet up with your fellow experts and craft your poster to share your findings with the whole class.
Exhibit 1: Young Lords
A Latinx-based civil/human rights organization that was once a street gang.
## Part One: Graphic Organiser

<table>
<thead>
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<th>Question</th>
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<tr>
<td>How do all of these movements connect to the topic of resistance, power, and agency?</td>
<td></td>
</tr>
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<td>What impact did these events have on society during that time and even now in the current day?</td>
<td></td>
</tr>
<tr>
<td>Preview other Exhibits, which Exhibits(s) interest you the most? Why?</td>
<td>N/A</td>
</tr>
<tr>
<td>Why do they think some of these events aren't highlighted and taught commonly in schools? Why do you think these people or movements are unfamiliar to the minds of the average person?</td>
<td></td>
</tr>
</tbody>
</table>

## Part Two: Research Poster Presentation

With your fellow Exhibits experts, create and present a poster explaining and summarizing your findings. Posters should answer the following questions:

1. What was the key focus of your Exhibit? Explain
2. How does your Exhibit connect to resistance?
3. How did the people involved in the Exhibit demonstrate power and agency?
4. How does the Exhibit demonstrate that people of color used their power and agency to resist and rebuild during the Civil Rights Movement?
Power and Agency during the Civil Rights Movement Exit Ticket

Name: ____________________ Date: _______________ Class: ______________

Prompt: How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression? Ensure your response includes background and context, a thesis, two pieces of evidence and analysis, and a conclusion.
Power and Agency during the Civil Rights Movement (1950s-1980s)
Student Response Packet

Name: Kailyn Harrington  Date: 1.24.23  Class: 8A

**Essential Question:** How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression?

**Do Now**
In your own words, define the words, power and agency.

*Power is when you can do and control whatever you want.*
*Agency is when you have freedom and aren't controlled.*

Utilizing your prior knowledge, how have people resisted assimilation and oppression?

*People have gone to neighborhoods and areas with lots of people similar to them to learn and explore their culture.*

**Background and Context**

We have spent time exploring how Black people used power and agency during times of oppression to rebuild their lives and community between the 1600s and 1800s. Today, we continue to explore how this is seen throughout the mid-late 1900s.

**Student Investigation: The Resistance Museum**
**Power and Agency Exhibit**

Part One: Read and Analyze each Exhibit. Complete the Graphic Organizer. Become the Expert on the Exhibit.

| My Exhibit(s) Number | 2 |

Part Two: Meet up with your fellow experts and craft your poster to share your findings with the whole class.
Exhibit 1: Young Lords
A Latinx-based civil/human rights organization that was once a street gang.

THE YOUNG LORDS ORGANIZATION IS A REVOLUTIONARY
POLITICAL PARTY FIGHTING FOR THE LIBERATION OF ALL
OPPRESSED PEOPLE.

1. WE WANT SELF-DETERMINATION FOR PUERTO RICAN–
LIBERATION ON THE ISLAND AND INSIDE THE UNITED STATES.
For 500 years, Puerto Ricans have been denied our
right to govern ourselves. We want an independent country for the
Puerto Rican people. We want our land and our culture.

QUE VIVA PUERTO RICO LIBRE!

2. WE WANT SELF-DETERMINATION FOR ALL LATINOS.
Our Latinx brothers and sisters, free inside and outside the United States,
are oppressed by imperialism. We demand the right to
self-determination and to build a country of our own.

QUE VIVA LA RAZA.

3. WE WANT LIBERATION OF ALL THIRD WORLD PEOPLE.
We demand the right to self-determination for all
people of color inside and outside the United States.

NO PUERTO RICAN IS FREE UNTIL ALL PEOPLE ARE FREE.

4. WE ARE REVOLUTIONARY NATIONALISTS AND OPPOSE
RACISM.
The Latinx, Black, Indian and Asian people inside
and outside the United States are fighting for liberation. We are
against all forms of exploitation and discrimination.

POWER TO ALL OPPRESSED PEOPLE!

5. WE WANT COMMUNITY CONTROL OF OUR INSTITUTIONS
AND LAND.
We demand control of our communities by our people
and programs to meet the needs of our people. People
must control police, health services, churches, schools, housing, transportation,
and welfare programs. We want an end to attacks on our land by
urban renewal, highway destruction, universities, and corporations.

LAND BELONGS TO ALL THE PEOPLE!

6. WE WANT A TRUE EDUCATION IN OUR CULTURE AND
LANGUAGE.
We demand education in our own culture and language.

LONG LIVE DOLOCIA!

7. WE OPPOSE CAPITALISTS AND ALLIANCES WITH TRAITORS.
We oppose all forms of imperialism that exploit our people.

8. WE OPPOSE THE AMERIKKAN MILITARY.
We demand immediate withdrawal of all U.S. forces
and bases from Puerto Rico and the Virgin Islands.

9. WE WANT FREEDOM FOR ALL POLITICAL PRISONERS.
We demand the release of all political prisoners.

10. WE WANT EQUITY FOR WOMEN.
We demand the rights of women, including full
participation in all sectors of society.

11. WE FIGHT AGAINST CAPITALISM.
We demand an end to the exploitation of workers.

12. WE BELIEVE ARMS DEPLOYMENT IS NOT THE MEANS TO LIBERATION.
We oppose the deployment of arms by imperialism.

ALL ARMS ARE Bài.

13. WE WANT A SOCIALIST SOCIETY.
We demand a socialist society, where
the needs of the people come first.

HASTA LA VICTORIA SIEMPRE!
### Part One: Graphic Organiser

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<thead>
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<tr>
<td>How do all of these movements connect to the topic of resistance, power, and agency?</td>
<td>MY MOVEMENT SUCCEEDED BECAUSE PEOPLE USED THEIR POWER TO STRUGGLE AGAINST SEGREGATION</td>
</tr>
<tr>
<td>What impact did these events have on society during that time and even now in the current day?</td>
<td>BECAUSE OF THIS BOYCOTT NO SCHOOLS SEPARATE OR DENY PEOPLE OF FREE WILL TO GO TO SCHOOL WITH OTHER RACES</td>
</tr>
<tr>
<td>Preview other Exhibits, which interest you the most? Why?</td>
<td>THE NATURAL HAIR MOVEMENT BECAUSE IT'S SMART TO SEE PROJECTS FOR NATURAL HAIR</td>
</tr>
<tr>
<td>Why do they think some of these events aren't highlighted and taught commonly in schools? Why do you think these people or movements are unfamiliar to the minds of the average person?</td>
<td>SCHOOLS DON'T WANT STUDENTS TO KNOW HOW BAD AMERICA TREATED OTHER RACES AND WANT AMERICA TO SEEM PERFECT. MOST OF THESE MOVES WERE MOST LIKELY HIDDEN FROM OTHERS IN ORDER FOR THEM NOT TO KNOW THE TRUTH</td>
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### Part Two: Research Poster Presentation

With your fellow Exhibits experts, create and present a poster explaining and summarizing your findings. Posters should answer the following questions:

1. What was the key focus of your Exhibit? Explain
2. How does your Exhibit connect to resistance?
3. How did the people involved in the Exhibit demonstrate power and agency?
4. How does the Exhibit demonstrate that people of color used their power and agency to resist and rebuild during the Civil Rights Movement?
Power and Agency during the Civil Rights Movement Exit Ticket

Name: ____________________ Date: __________ Class: __________

Prompt: How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression? Ensure your response includes background and context, a thesis, two pieces of evidence and analysis, and a conclusion.
Power and Agency during the Civil Rights Movement (1950s-1980s)

Student Response Packet

Name: Ho T
Date: 1/24/23
Class: 11/40

**Essential Question:** How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression?

**Do Now**

In your own words, define the words, power and agency.

Power is when someone has authority over something and agency is present and freedom in a way of resistance, ability to do something yourselves.

Utilizing your prior knowledge, how have people resisted assimilation and oppression?

\- People have opened schools for black Americans.
\- Education Black Americans were also in congress.
\- Black Americans continued to practice beliefs.

**Background and Context**

We have spent time exploring how Black people used power and agency during times of oppression to rebuild their lives and community between the 1600s and 1800s. Today, we continue to explore how this is seen throughout the mid-late 1900s.

**Student Investigation: The Resistance Museum
Power and Agency Exhibit**

Part One: Read and Analyze each Exhibit. Complete the Graphic Organizer. Become the Expert on the Exhibit.

| My Exhibit(s) Number | 2 |

Part Two: Meet up with your fellow experts and craft your poster to share your findings with the whole class.
Exhibit 1: Young Lords
A Latinx-based civil/human rights organization that was once a street gang.

The Young Lords Organization is a Revolutionary Political Party Fighting for the Liberation of All Oppressed People

1. We want self-determination for Puerto Rican liberation on this island and inside the United States. For 500 years, first Spain and then the United States have colonized our country. Billions of dollars to pay for slaves have our country for the United States every year. In every way we are slaves of the gringo. We want liberation and the power in the hands of the people, not Puerto Rican oligarchs.

Que Viva Puerto Rico Libre!

2. We want self-determination for all Latinos. We are black, Indian, white, and Asian inside and outside the United States, oppressed by American business. We demand that our people fight for our freedom and dignity against racism and imperialism. We demand the right to control our lives and our land. The people of Latin America continue to fight for their rights.

Que Viva LA RAZA!

3. We want liberation of all third world people. We demand that all the oppressed workers fight for our freedom. We demand that all the oppressed peoples of the world are free.

Que Puerto Rican is free until all people are free.

4. We are revolutionary nationalists and oppose racism. The Afro, black, Indian, and Asian people inside and outside the United States are fighting for liberation. We know that the United States, our society, and our government are racist. We demand the right to control our lives and our land. We demand the right to control our resources. We demand the right to control our destiny.

We are fighting for our liberation.

5. We want community control of our institutions and land. We want control of our communities by our people and programs to guarantee that all institutions serve the needs of our people. People's police, health services, churches, schools, housing, transportation and welfare are needed. We want an end to attacks on our people.

Land belongs to all the people.

6. We want a true education of our Creole culture and African language.

We must learn our history of fighting against colonialism, as well as those who support imperialism and exploitation. We must learn our history of fighting against the Spanish and the United States. We must teach our children our language, our culture, and our history.

Long live Borinquen! Long live El Jibaro!

7. We oppose capitalism and alliances with traitors. We oppose the United States and its allies, just like the thousands of poor people who keep our communities peaceful for business, or the street workers who keep gangs divided and fighting each other away.

We want a society where the people control our labor.

Venecemos!

8. We support the American military. We demand the immediate withdrawal of all military forces and bases from Puerto Rico, Vietnam, and all oppressed communities today. We demand the right to control our own land. The people of Latin America continue to fight against imperialism and its puppet generals. The armed liberation struggles in Latin America are part of the same war against imperialism.

9. We want freedom for all political prisoners. We demand the freedom of all political prisoners.

10. We want equality for women. We demand that women's liberation be revolutionary, not oppressive.

Under capitalism, our women have been oppressed by both the society and the men. The doctrine of machismo has been used by our own men to take control of our women and our children. We demand that our women and our children be free from capitalism and the capitalist system.

11. We fight anti-communism with international unity.

We demand that all the oppressed peoples of the world unite to fight against imperialism. We demand that all the oppressed peoples of the world unite to fight against the United States.

12. We believe armed self-defense and armed struggle are the only means to liberation.

We are opposed to violence—the violence of hungry children, hunger, war, disease, drought, and poverty. We are opposed to violence—war, hunger, disease, and poverty. We are opposed to violence—war, hunger, disease, and poverty.

We demand that all the oppressed peoples of the world unite to fight against imperialism. We demand that all the oppressed peoples of the world unite to fight against the United States.

Fascism is alive.

13. We want a socialist society.

We demand liberation, education, free food, education, health care, transportation, utilities, and employment for all. We demand a society where the needs of our people come first, and where the people control our land and our resources.

Hasta la victoria siempre!
**Part One: Graphic Organiser**

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<td>How do all of these movements connect to the topic of resistance, power, and agency?</td>
<td>Boy calling the school means that white people who are involved went after money for schools. They ate more about the money than the actual education. Boy calling means they want stand for the segregation.</td>
</tr>
<tr>
<td>What impact did these events have on society during that time and even now in the current day?</td>
<td>The education system wouldn't get money by no students to change in school system and no segregation for the day people are you mixed and education system is different.</td>
</tr>
<tr>
<td>Preview other Exhibits, which Exhibits(s) interest you the most? Why?</td>
<td>Birth of Hip Hop because it focuses on music and how it expresses the cell and music genre and it helps</td>
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<td>Why do they think some of these events aren't highlighted and taught commonly in schools? Why do you think these people or movements are unfamiliar to the minds of the average person?</td>
<td>The government's funding, school most are minorities so they don't want to make average look bad or how awesome it is. Most people seem uncertain use lay word like different as much.</td>
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Power and Agency during the Civil Rights Movement (1950s-1980s)
Student Response Packet

Name: Byron Estvez  Date: 1/24/23  Class: NYU 3A

**Essential Question:** How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression?

**Do Now**
In your own words, define the words, power and agency.

Power is the ability to influence others and events.
Agency is the choice to choose what to do.

Utilizing your prior knowledge, how have people resisted assimilation and oppression?
People have resisted assimilation and oppression by continuing to express their culture through art, music, etc. and well as fighting and protesting for their rights and privileges.

**Background and Context**
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**Student Investigation: The Resistance Museum**
**Power and Agency Exhibit**

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A Latinx-based civil/human rights organization that was once a street gang.
### Part One: Graphic Organiser

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<th>How do all of these movements connect to the topic of resistance, power, and agency?</th>
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Stead It back
Power and Agency during the Civil Rights Movement Exit Ticket

Name: __________________________ Date: _____________ Class: ___________

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Reconstruction in Five Acts
Unit by Ascend Social Studies, part of the 2022 cohort of The 1619 Project Education Network

Power and Agency during the Civil Rights Movement (1950s-1980s)
Student Response Packet

Name: Jordan Chavez Date: 1/24/23 Class: BA

Essential Question: How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression?

Do Now
In your own words, define the words, power and agency.

Power = Opportunity + Capacity
Agency = Accessibility + Tenacity

Utilizing your prior knowledge, how have people resisted assimilation and oppression?

People resisted assimilation by rebelling.

Background and Context

We have spent time exploring how Black people used power and agency during times of oppression to rebuild their lives and community between the 1600s and 1800s. Today, we continue to explore how this is seen throughout the mid-late 1900s.

Student Investigation: The Resistance Museum
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My Exhibit(s) Number

Part Two: Meet up with your fellow experts and craft your poster to share your findings with the whole class.
Exhibit 1: Young Lords
A Latinx-based civil/human rights organization that was once a street gang.

THE YOUNG LORDS ORGANIZATION IS A REVOLUTIONARY
POLITICAL PARTY FIGHTING FOR THE LIBERATION OF ALL
OPPRESSED PEOPLE.

1. WE WANT SELF-DETERMINATION FOR PUERTO RICANS -
LIBERATION ON THE ISLAND AND INSIDE THE UNITED STATES
For 500 years, first as slaves and then as citizens, Puerto Ricans have been occupied by the United States. We support our right to control our lives and our future. Puerto Rico is our island and the people are the masters of the land. We urge all Puerto Ricans to join us in our struggle for independence. We demand self-determination for the people of Puerto Rico. FREE PUERTO RICO!

2. WE WANT SELF-DETERMINATION FOR ALL LATINOS
Our Latino Brothers and Sisters, inside and outside the United States, are oppressed by American institutions. We call for unity and solidarity with all Latinx people to fight against racism and discrimination. We support the struggle of all Latinx people for their rights. VIVA LA RAZA!

3. WE WANT LIBERATION OF ALL THIRD WORLD PEOPLE
Just as Latinx people were slaves under Spain and then under the United States, so are all people in the Third World. We demand self-determination and the end of colonialism. We support all Third World struggles for liberation. No Puerto Rican is free until all people are free.

4. WE ARE REVOLUTIONARY NATIONALISTS AND OPPOSE RACISM
The Latinx, Black, and Asian people inside and outside the United States are oppressed by American institutions. We support the struggle of all Latinx, Black, and Asian people for their rights. We are against racism and discrimination. We support all Third World struggles for liberation. No Puerto Rican is free until all people are free.

5. WE WANT COMMUNITY CONTROL OF OUR INSTITUTIONS
AND LAND
We demand control of our communities by our communities and programs to guarantee that all institutions serve the needs of our people. People's control of police, health services, churches, schools, housing, and transportation is needed. We want an end to oppression and poverty. Land belongs to all the people!

6. WE WANT A TRUE EDUCATION OF OUR CREOLE CULTURE
AND SPANISH LANGUAGE
We demand a true education of our culture and language. We support the struggle of all Latinx people for their rights. We demand an end to the oppression of our people. LONG LIVE BONICIA! LONG LIVE EL JIBARO!

7. WE OPPOSE, CAPITALISTS AND ALLIANCE WITH TRAITORS:
Puerto Rican rulers, or puppets of the oppressors, do not help our people. They are paid by the system to lead our people down blind alleys. The only people who help our community are the people fighting for our freedom. We must fight against all that oppresses us. FREE PUERTO RICO!

8. WE OPPOSE THE AMERICAN MILITARY
We demand immediate withdrawal of US military presence from Puerto Rico, Vieques, and all occupied communities inside and outside the US. No US military should be on the island. We demand the right to self-determination for all Latinx people. We support all Latinx struggles for liberation. FREE PUERTO RICO!

9. WE WANT FREEDOM FOR ALL POLITICAL PRISONERS
We demand the release of all political prisoners in the United States and Puerto Rico. We support all oppressed people in their struggle for freedom. We demand the end of all forms of oppression. FREE ALL POLITICAL PRISONERS!

10. WE WANT EQUALITY FOR WOMEN, MACHEIST MUST BE
REVOLUTIONARY...NOT OPPRESSIVE
We demand equality for women. We support the struggle of all Latinx women for their rights. We demand an end to sexism and gender inequality. We support all Latinx struggles for liberation. VIVA CHI!

11. WE FIGHT ANTI-COMMUNISM WITH INTERNATIONAL
UNITY
We are opposed to violence--the violence of white men, white boys, white children, white adults, white old people, and the violence of poverty and ignorance. We are against all forms of oppression and discrimination. We support all Latinx struggles for liberation. VIVA CHI!

12. WE BELIEVE ARMED SELF-DEFENSE AND ARMED
STRIKES ARE THE ONLY MEANS TO LIBERATION
We are opposed to violence--the violence of white men, white boys, white children, white adults, white old people, and the violence of poverty and ignorance. We are against all forms of oppression and discrimination. We support all Latinx struggles for liberation. VIVA CHI!

13. WE WANT A SOCIALIST SOCIETY
We demand liberation, clothing, free food, education, health care, transportation, utilities, and employment for all. We want a society where the needs of our people come first, and where we give solidarity aid to the peoples of the world. We oppose all forms of oppression. HASTA LA VICTORIA SIEMPRE!
**Part One: Graphic Organiser**

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<td>How do all of these movements connect to the topic of resistance, power, and agency?</td>
<td>These movements are connected because races such as Indians, Blacks, Latinos, and Asians are fighting for resisting racism. They want to build churches and schools for education and power.</td>
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**Part Two: Research Poster Presentation**

With your fellow Exhibits experts, create and present a poster explaining and summarizing your findings. Posters should answer the following questions:

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Power and Agency during the Civil Rights Movement Exit Ticket

Name: ___________________________ Date: ________________ Class: ______________________

Prompt: How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression? Ensure your response includes background and context, a thesis, two pieces of evidence and analysis, and a conclusion.