

CHAPTER
8**Section 3****SECTION QUIZ** *Segregation and Discrimination*

A. Terms and Names Write the letter of the term or name that matches each description. Not all terms will be used.

- | | | | |
|----------------|------------------|------------------------------|-----------------------------------|
| a. poll tax | d. literacy test | g. Jim Crow laws | j. Booker T. Washington |
| b. lynching | e. Ida B. Wells | h. grandfather clause | k. <i>United States v. Plessy</i> |
| c. segregation | f. debt peonage | i. <i>Plessy v. Ferguson</i> | |

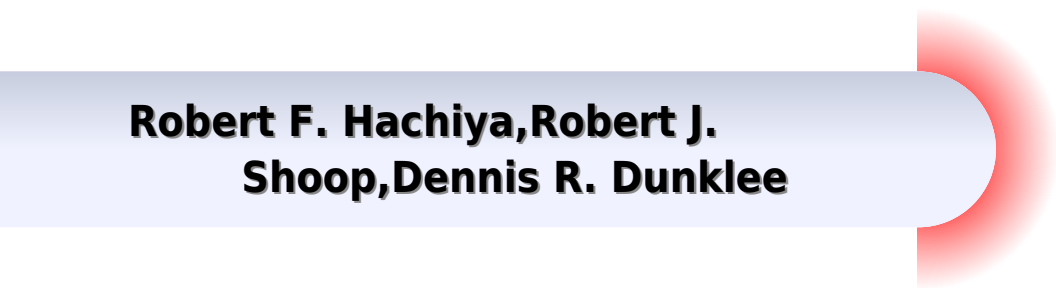
- _____ 1. This term is used to refer to any system of separating people on the basis of race.
- _____ 2. This African-American journalist began crusading for racial justice after the lynching of three friends.
- _____ 3. These laws were passed in the South to prevent white and black people from intermingling and to prevent blacks from achieving equality.
- _____ 4. This had to be paid to gain access to the voting booth in many Southern states. It effectively kept both poor blacks and poor whites from voting.
- _____ 5. This was added to the constitutions of several Southern states to enable white people to vote who may have been kept from doing so by other restrictions.
- _____ 6. This was given in the South to African Americans by voter registration officials. Some versions were in foreign languages; others were more difficult than the versions given to white voters.
- _____ 7. This is a system of involuntary labor. After slavery was abolished, Mexicans and African Americans living in the West and Southwest were often forced into this system.
- _____ 8. This Supreme Court decision ruled that separation of the races in public accommodations was legal and did not violate the Fourteenth Amendment. It established the principle of "separate but equal" that would rule Southern racial relations for almost 60 years.

B. Extended Response Briefly answer the following question on the back of this paper.

Why, at the turn of the century, were white Southerners able to get away with discriminating against African Americans despite all of the laws and amendments that were passed during Reconstruction? Give at least three reasons.

Section 2 Guided Segregation And Discrimination Answers

**Robert F. Hachiya, Robert J.
Shoop, Dennis R. Dunklee**



Section 2 Guided Segregation And Discrimination Answers:

The Educational Assistant's Guide to Supporting Inclusion in a Diverse Society, 2nd Ed. Carole Massing, Bonnie Anderson, Carol Anderson, Sarah Dewhurst, 2024-07-22 The tools every EA needs to help each child reach their full potential The Educational Assistant's Guide to Supporting Inclusion in a Diverse Society is an accessible practical guide to acquiring the key skills and knowledge you need to be an effective professional enhancement to the classroom Chock full of pro tips tricks tools and tales from EAs who understand the importance of an individualized holistic approach to student learning The Educational Assistant's Guide is your introduction to the many and varied roles and responsibilities of the effective EA Updates for the second edition include five new chapters a core skills focus targeted instructional strategies EA wellness assessments and more Gain foundational knowledge that will make you an invaluable addition to any classroom team Canada's legal commitments to diversity and inclusion AI and other assistive technologies in the classroom The argument for inclusive education Societal issues affecting students The basics of universal design for learning Proven methods of supporting learning and inquiry Scaffolding instruction for all learners Applications of assistive technologies Techniques for observing and documenting student progress Positive guidance strategies for challenging behaviours Relevant research on the brain self esteem stress and trauma resiliency and multiple intelligences Effective communication advocacy and relationship building strategies Strategies for problem solving and professional growth **Grass Roots and Glass Ceilings**

William B. Harvey, 1999-04-01 African American university and college presidents vice presidents and deans offer firsthand reflections on their encounters with racism in higher education and the strategies they use to overcome obstacles they face **Addressing Racism** Madonna G. Constantine, Derald Wing Sue, 2006-06-27 Learn to identify and combat unintentional and overt racism This provocative book identifies and addresses racism in mental health and educational settings providing proven strategies for overcoming this stubborn barrier to culturally competent practice While addressing overt forms of racism the book also explores and sensitizes practitioners to covert and unintentional forms of racism that may be equally detrimental in denying persons of color access to unbiased high quality education and mental health care Despite the dismantling of overt racist policies such as segregated schooling and the implementation of policies aimed at remedying racial inequities such as affirmative action racism continues to persist in American society Drs Madonna Constantine and Derald Wing Sue two of the leading researchers and advocates for multicultural competence have collected sixteen thought provoking and challenging chapters on the many ways that racism can affect a practitioner's interactions in mental health and school settings These contributions collectively bring to the forefront highly charged issues that need to be discussed but are too often hidden away The book is divided into four parts What Do We Know about Racism Racism in Mental Health Contexts Racism in Educational Settings Eradicating Racism Future Directions Faced with the responsibility of understanding multiple oppressions and the intersections of racism with sexism classism and heterosexism mental health

practitioners and educators must be vigilant of their personal role in perpetuating racism This collected work will help you identify forms of racism both within yourself and the systems you work in and then implement strategies to eliminate them

Citizenship for All Don Rowe,Citizenship Foundation (Great Britain),1998 Grade level 8 9 10 11 12 i s t **Diversity and Society** Joseph F. Healey,Andi Stepnick,2016-01-27 Adapted from Joseph F Healey and Eileen O Brien s bestselling Race Ethnicity Gender and Class this brief and accessible text presents a unified sociological frame of reference to help students analyze minority dominant relations in the U S Diversity and Society Race Ethnicity and Gender Fifth Edition explores the history and contemporary status of racial and ethnic groups in the U S including differences between the experiences of minority men and women In addition the book includes comparative cross national coverage of group relations **The Diversity Training Handbook** John Jones,Phil Clements,2008-10-03 Diversity issues and the need to understand and if necessary change underlying attitudes has become increasingly important for organizations The Diversity Training Handbook provides a practical approach to dealing with this sensitive and vital issue From one of the authors of the highly successful Equal Opportunities Handbook this 3rd edition is updated to include a new chapter on facilitating diversity training as well as information on the Equality and Human Rights Commission The Diversity Training Handbook provides clear guidelines for dealing with issues including stereotyping prejudice racism sexism ageism and disability and contains information and advice on appropriate techniques to help bring about attitudinal change Research in Education ,1973 **Resources in Education** ,1998-04 *Resources in Women's Educational Equity* ,1979 The Principal's Quick-Reference Guide to School Law Robert F. Hachiya,Robert J. Shoop,Dennis R. Dunklee,2014-04-10 Presents information that shows principals how to address student use and misuse of technology on and off campus avoid the pitfalls of zero tolerance discipline policies and lead school safety and violence prevention including collaboration with school resource officers and other personnel

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