



The Civil Rights Movement



Vocabulary Preview

Preview 1

These sentences contain information from the readings. Fill in the blanks with the word that best completes each sentence.

adjustments **civil** **discrimination** **quote** **site**

1. The _____ rights movement of the 1950s and 1960s helped end legal discrimination against blacks in America.
2. The Civil Rights Act of 1964 prohibits _____ based on race, color, religion, or national origin.
3. After agreeing to design the memorial, Maya Lin had to go to Montgomery and see the _____.
4. "The minute I read King's _____, I knew that the whole piece had to be about water," Lin said.
5. Workers stayed well into the night making last-minute _____ to the Civil Rights Memorial.

Preview 2

Look at the way the underlined words are used in the sentences. Match each word with its meaning or definition.

1. The Southern Poverty Law Center of Montgomery, Alabama, commissioned Maya Lin to design and build a memorial to the civil rights movement.
2. The initial controversy over the Vietnam War Memorial discouraged Maya Lin from trying to design another memorial.
3. All over the country, thousands of people had demonstrated in support of civil rights for African Americans.
4. Maya Lin thought a memorial design that used water would work well with the King's words about "justice rolling down like water."
5. It also occurred to Lin that water would be cooling and refreshing in the hot climate of Alabama.

- | | |
|------------------------------|---|
| _____ 1. commissioned | a. something that happens at the beginning |
| _____ 2. initial | b. came to mind |
| _____ 3. demonstrated | c. to ask someone to create a piece of work and pay him or her for doing it |
| _____ 4. design | d. publicly gathered or marched to support or oppose something |
| _____ 5. occurred | e. the way something is planned and made |



Reading Preview: What Do You Already Know?

Circle the correct answer. If you don't know the answer, guess.

1. Maya Lin is a renowned
 - a. Chinese American
 - b. Japanese American
 - c. Native American
 - d. Mexican American

2. At age 21, Maya Lin won a national competition for designing
 - a. a presidential library
 - b. a war memorial
 - c. a sculpture for a train station
 - d. a door for a museum

3. In the United States today, "the Wall" refers to
 - a. a Washington, DC war memorial
 - b. a famous Civil War battlefield
 - c. racial discrimination
 - d. a wall-sized painting of a war scene

4. Which of the following occurred as a result of the civil rights movement?
 - a. Segregation of public schools became illegal.
 - b. It became easier for African Americans to vote.
 - c. Discrimination against minorities in hiring, finance, and housing was prohibited.
 - d. all of the above



Introduction to the Readings

(1) During the 1960s, America was a divided country. Many people, especially young men who were being drafted to fight in Vietnam, were unhappy about U.S. participation in the Vietnam War. The Vietnam War created a divide between young people and older generations. In addition, African Americans were still kept apart, or segregated,* from whites. In many parts of the country, black people were required to sit at the back of the bus and weren't served by businesses that accepted only white customers.

***segregated:**
separated
according to race

(2) The readings in this unit explore some of the major events of the American **civil** rights movement of the 1950s and 1960s and discuss the memorial that was created to honor those who had worked to gain equal rights for African Americans. The readings introduce the creator of the Civil Rights Memorial, a young Chinese-American woman named Maya Lin.

(3) In 1981, 21-year-old Lin had become nationally known for having won a competition to **design** a war memorial. The memorial, **commissioned** by a group of war veterans, honored members of the military who had died in the Vietnam War. Like the Vietnam War itself, Maya Lin's **design** turned out to be very controversial. It caused much argument and disagreement among members of the military, the government, and the general public. Instead of **designing** a sculpture or memorial building, Maya had **designed** a V-shaped wall made of polished black stone on which the names of the dead and missing were to be etched in gold. Many people were offended by "the Wall." There were newspaper attacks, hearings, and even personal attacks against Maya, in particular, insulting comments about her Chinese-American background. Today, however, "the Wall," as the Vietnam Veterans War Memorial has come to be known, is regarded as a treasured work of art. People from all over the country come to see it, to run their fingers over the names of loved ones, to leave notes, flowers, poems, and . . . to remember.

(4) The second and third readings in this unit tell about the **design**, development, and construction of a second memorial undertaken by Lin: the **Civil** Rights Memorial, in Montgomery, Alabama.

Reading 1: Civil Rights Timeline—1954 to 1968

May 17, 1954

(5) The U.S. Supreme Court rules on the landmark case *Brown v. Board of Education of Topeka, Kansas*, and unanimously* agrees that segregation in public schools is unconstitutional, saying, “separate educational facilities are inherently unequal.” It is a triumph for NAACP (National Association for the Advancement of Colored People) attorney Thurgood Marshall, who will later become the country’s first African-American Supreme Court justice.

***unanimously:**
agreed to by everyone

August 28–31, 1955 (Mississippi)

(6) A 14-year-old African-American boy, Emmett Till, is kidnapped, beaten, and shot, and his body is dumped in a river because he supposedly whistled at a white woman. Two white men, J. W. Milam and Roy Bryant, are arrested for the murder and acquitted* by an all-white jury.

***acquitted:**
cleared of having committed a crime

December 1, 1955 (Montgomery, Alabama)

(7) Rosa Parks is arrested for refusing to give up her seat at the front of the “colored section” of a bus to a white passenger. Reverend Martin Luther King, Jr., leads the black community of Montgomery in a bus boycott.* The boycott ends after the buses are desegregated on Dec. 21, 1956.

***boycott:** refusal for political reasons to buy or use a product or business



Rosa Parks in 1955 in Montgomery, Alabama.

January–February 1957

(8) Martin Luther King, Jr., and other leaders establish the Southern Christian Leadership Conference (SCLC) and begin to organize the **civil** rights movement. King insists that the **civil** rights movement be based on non-violence and **civil** disobedience, rather than on violence and hatred.

September 1957 (Little Rock, Arkansas)

(9) The governor of Arkansas, Orval Faubus, orders that nine African-American students be prevented from entering a previously all-white high school. President Eisenhower sends National Guard troops to protect the students and lead them into the school.

February 1, 1960 (Greensboro, North Carolina)

(10) Four African-American students begin a sit-in* at a segregated Woolworth’s lunch counter. Although they are refused service, they are allowed to stay at the counter. The event results in many similar non-violent protests* throughout the southern part of the United States. These protests eventually lead to the integration of parks, swimming pools, theaters, libraries, and other public places.

May 4, 1961

(11) CORE (Congress of Racial Equality) and SNCC (Student Nonviolent Coordinating Committee) sponsor “Freedom Riders.” These volunteers begin taking bus trips throughout the southern states to test new laws that prohibit segregation in bus and railway stations. Several of these groups are attacked by angry groups of people.

October 1, 1962

(12) James Meredith becomes the first African-American student to attend the University of Mississippi. President Kennedy sends 5,000 federal troops to help stop the violence that results.

***sit-in:** a form of protest where people sit in one place and refuse to leave until they are moved or the problem is solved

***protests:** marches or other events that show disagreement

April 16, 1963 (Birmingham, Alabama)

(13) Martin Luther King, Jr., is arrested and jailed during anti-segregation protests.

May 1963 (Birmingham, Alabama)

(14) During **civil** rights protests, the Commissioner of Public Safety, Eugene “Bull” Connor, uses fire hoses and police dogs on the African Americans who were **demonstrating**. These images are shown on television and published widely. People around the world begin to support the **civil** rights movement.

June 12, 1963 (Jackson, Mississippi)

(15) Medgar Evers, Mississippi’s NAACP secretary, is murdered outside his home. Byron de la Beckwith is tried twice in 1964, and both trials result in hung juries. Thirty years later, Beckwith is convicted of murdering Evers.

August 28, 1963 (Washington, DC)

(16) About 200,000 people march in support of **civil** rights in Washington, DC. Participants gather at the Lincoln Memorial and listen as Martin Luther King, Jr., delivers his famous “I Have a Dream” speech.

September 15, 1963 (Birmingham, Alabama)

(17) Four young African-American girls attending Sunday school are killed when a bomb explodes at the Sixteenth Street Baptist Church, a popular location for **civil** rights meetings. Riots* in Birmingham lead to the deaths of two more black youths.

***riots:** violent behavior by a large group

January 23, 1964

(18) The 24th amendment abolishes the poll tax, which had been established in 11 southern states after the **Civil** War in order to make it difficult for poor African Americans to vote.

Summer 1964

(19) A network of **civil** rights groups launches an all-out effort to register African-American voters during what becomes known as the “freedom

***delegates:**
representatives

summer.” It also sends delegates* to the Democratic National Convention to protest against the official all-white Mississippi group.

July 2, 1964

(20) President Johnson signs the **Civil** Rights Act of 1964. This act prohibits **discrimination** of any kind based on race, color, religion, or national origin. The law also gives the federal government the powers to **enforce** desegregation.

August 4, 1964 (Neshoba County, Mississippi)

(21) The bodies of three **civil**-rights workers—two white and one African American—are found. The three young men had been working to register African-American voters in Mississippi, and, on June 21, had gone to investigate the burning of an African-American church. The men were arrested

***Klu Klux Klan:** a secret society whose members think “white” people are superior

by the police on speeding charges, jailed for several hours, and then released after dark into the hands of the Ku Klux Klan,* who murdered them.

February 21, 1965 (Harlem, New York)

(22) Malcolm X, a Black Nationalist and founder of the Organization of Afro-American Unity, is shot to death.

March 7, 1965 (Selma, Alabama)

(23) African Americans begin a march to Montgomery, Alabama, in support of voting rights but are stopped by police. About 50 marchers are hospitalized after police use tear gas,* whips, and clubs against them. The

***tear gas:** used to break up crowds

incident is called “Bloody Sunday” and helps energize the effort to

pass the Voting Rights Act five months later.

August 10, 1965

(24) Congress passes the Voting Rights Act of 1965, making it easier for southern African Americans to register to vote. Literacy tests, poll taxes, and other requirements that were used to restrict black voting become illegal.

August 11–17, 1965 (Watts, California)

(25) Race riots occur in an African-American neighborhood in Los Angeles.

September 24, 1965

(26) President Johnson issues executive order 11246, which **enforces** affirmative, or positive, action. This requires people working for the government to “take affirmative action” in all aspects of hiring and employment toward non-white people looking for work.

June 12, 1967

(27) In *Loving v. Virginia*, the U.S. Supreme Court rules that prohibiting interracial marriage is unconstitutional. Sixteen states are forced to revise their constitutions and laws.

July 1967

(28) Major race riots take place in Newark, New Jersey, and Detroit, Michigan.

April 4, 1968 (Memphis, Tennessee)

(29) Martin Luther King, Jr., aged 39, is shot as he stands on the balcony outside his hotel room. Escaped prisoner and known racist James Earl Ray is convicted of the crime.

April 11, 1968

(30) President Johnson signs the **Civil** Rights Act of 1968, which prohibits **discrimination** in housing sales, rental, and financing.

Reading 2: The Civil Rights Memorial— Design, Development, and Construction

Excerpt adapted from *Maya Lin: Architect and Artist* by Mary Malone
(Springfield, NJ: Enslow Publishers, 1995), 73–81.

(31) After completing the Vietnam Veterans War Memorial, Maya Lin had said that she would never **design** another memorial. The **initial** controversy over her **design** had discouraged her. So she had gone back to her private life, doing her own kind of work and accepting some private **commissions**, which she discovered she liked. “I’m interested in the **psychology** of the customer,” she said at the time.

(32) In the spring of 1988, Maya Lin was at work in her studio when she received a call from a representative of the Southern Poverty Law Center, or SPLC, of Montgomery, Alabama. The organization had been founded in 1971 to

***minorities:**

groups that are of a different race, ethnic background, or religion from those that are in the majority

protect and advance the legal rights of poor people and minorities.^{*} On the phone, the representative told her that the SPLC had decided to erect a **civil** rights memorial and wanted Maya Lin to undertake the project.

(33) Lin did not immediately accept the **commission**. She said that she would read the material the SPLC wished to send her and would consider the matter. She took some time to do this, and then

she accepted the **commission**. The historical significance of the **civil** rights movement had impressed her. She was surprised that there was no such memorial already in existence. She was also concerned that she herself knew so little about the movement because she had not studied it in school. Of course, she had been a young child during the 1960s when the important marches and the legal decisions had taken place. She was only eight when

***assassinated:** to murder in a planned way, usually of someone famous

Martin Luther King, Jr., was assassinated.^{*} Lin said that although there were **specific** monuments to certain people connected with the **civil** rights movement, “No memorial existed that caught what the whole era was about. It had been very much a people’s movement, yet many people, who had given their lives for it, had been largely forgotten.”

(34) After agreeing to **design** the memorial, Lin had to see the **site**. On the plane to Montgomery, she reread some of the words of Dr. King. She came across—again—what he had said in several of his speeches. “We will not be

***righteousness:** moral goodness

satisfied until justice rolls down like waters, and righteousness^{*} like a mighty stream.” “Suddenly,” Lin said, “something clicked and the form took shape. The minute I hit that **quote** I knew that the whole piece had to be about water.” The longer she considered it, the more certain she was. “I wanted to work with water, and I wanted to use the words of Dr. King because that is the clearest way to remember history.”

(35) She kept thinking about the form of the memorial as she continued her journey. It **occurred** to her that in the warm climate of Alabama, the cooling effect of flowing water would be appropriate. When she met the members of the SPLC, she quickly drew what she had in mind. Later, at the **site** where the memorial would stand, Lin saw the possibilities—and the need for rearranging some existing features there. It was agreed that she would start on the **design** as soon as she returned to New York.

(36) The SPLC's plan in 1988 was to memorialize those individuals who had been killed in the marches and **demonstrations** for **civil** rights. On the memorial, their names and the names of important events in the **civil** rights struggle would be carved. The research of records was done by Sara Bulard, one of the directors of the SPLC and editor of the center's book about the **civil** rights movement, *Free at Last*. Fifty-three significant entries would be written on the memorial. When Lin saw that list, she said she realized that creating a time line was the only way to highlight those names and events. They would be listed in chronological order from the first—"May 1954, the Supreme Court ruling outlawing school segregation"—to the last, "4 April, 1968, Martin Luther King, Jr., assassinated." There would be room at both ends for additions if related names and events were discovered.

(37) Back in her studio, Lin started work on the project. The memorial she had decided to **design** would be in two parts and was scheduled to be dedicated in the fall of 1989. There would be a huge granite disk, or table, twelve feet in diameter, inscribed* with the 53 names and events. The table, with the names arranged chronologically in a circle around the edge, would look something like a sundial. Behind the large disk there would be a black granite wall, nine feet high that would be inscribed* with the **text** that had inspired Lin's **design**.

*inscribed: written or carved in words

(38) In the completed, functioning memorial, water flows down the wall in a gentle waterfall over those words. The table below the wall was **designed**

to be less than three feet from the ground so that children could reach it. The table, which is narrower at the bottom, from a distance appears to be floating on air. Water rising from the center of the table spreads over it, covering the time line of names and events, which is still clearly seen through the veil of water. Visitors touch the names as they walk around the table.

(39) In the fall of 1988, not long after Lin had completed the **civil** rights memorial **design**, a fire broke out in the building where she lived and worked. Fortunately, she had mailed her model to the SPLC in Montgomery. Also fortunately, most of her other works were in a gallery, so her loss was minimal. But, as she explained to a **journalist** from the *Washington Post* who interviewed her shortly after the fire, even what she lost was not critical. She, like many other artists, often destroyed a finished sculpture or other work if for some reason she was not satisfied with it. She would start over. The important thing was that no one had been hurt in the fire.

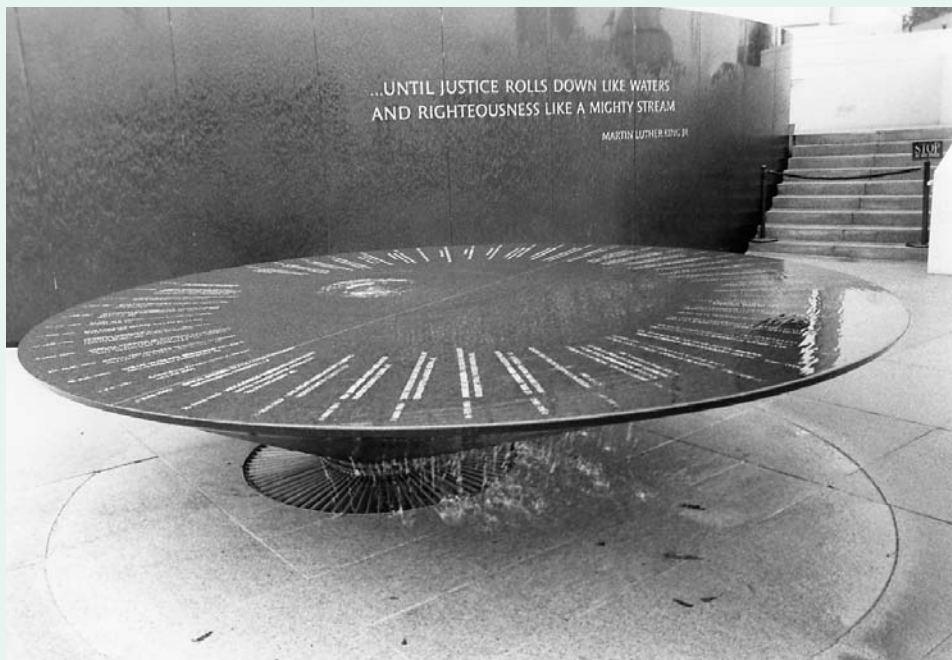
Reading 3: The Civil Rights Memorial— The Dedication

Excerpt adapted from *Maya Lin: Architect and Artist* by Mary Malone
(Springfield, NJ: Enslow Publishers, 1995), 73–81.

(40) The **Civil** Rights Memorial was dedicated on time, although it had been complicated and difficult to construct. Ken Upchurch, who supervised the construction, said when he first studied the **specifications** of the **design**, that it was a “contractor’s* nightmare.” The day before the memorial was to be revealed, everyone wondered if the water was going to work as well as it was supposed to. Last-minute **adjustments** took the workers well into the night. Then, when the memorial was finally, hopefully, ready, people held their breath as the water was turned on. A cheer went up when the water began its slow movement down the wall and across the table.

***contractor:**

someone under contract, usually for some type of building or repair



Civil Rights Memorial outside the Southern Poverty Law Center. Photo by Penny Weaver. Reprinted with permission.

(41) Besides being visited by families, friends, and relatives of those whose names are there, the memorial attracts people from all over the world. Tourists stop in Montgomery to see it. As Maya Lin had hoped, the memorial has become an educational experience. Schoolchildren come and learn. Maya Lin, who wanted it to be simple, said of the Civil Rights Memorial, “A child can understand it. You don’t need to read an art book to understand it.” One little girl said, “It makes you want to touch the names with your fingers and talk about what happened.” Like the Vietnam Wall, where visitors weep as they touch the names of the dead and the missing, this memorial, too, evokes tears from the many people who visit it.

(42) Maya Lin was impressed, as she said, with the powerful effect that “words joined with water would generate.” She was “surprised and moved when people started to cry.”

(43) Lin received unqualified praise for her part in this memorial. Unlike the Vietnam Veterans War Memorial, this one was happily free from controversy. One writer commented, "She has once again created an architectural masterpiece." Lin herself said, "I've been incredibly fortunate to have been given the opportunity to work on not just one but both memorials."

(44) Morris Dees, founder of the SPLC, said about the memorial Lin had created for the center, "You can't put it anywhere else than in Montgomery, where everything happened, and you can't get anyone better than Maya Lin to do it."

 **Comprehension Check**

Did you understand the readings? Mark these sentences true (T) or false (F).

- _____ 1. The United States had a time of peace and prosperity in the 1960s.
- _____ 2. At age 21, Maya Lin won a competition for designing the Vietnam Veterans War Memorial.
- _____ 3. Lin's design for the Vietnam Veterans War Memorial met with unqualified praise.
- _____ 4. The Vietnam Veterans War Memorial is a wall made of polished black stone.
- _____ 5. The SPLC was founded in 1971 to protect and advance the rights of veterans of the Vietnam War.
- _____ 6. In 1954, the U.S. Supreme Court ruled that segregated public schools are unconstitutional, or illegal.
- _____ 7. Dr. Martin Luther King, Jr., based the civil rights movement around the principles of non-violence and civil disobedience.
- _____ 8. In 1988, Maya Lin was commissioned to design a civil rights memorial.
- _____ 9. Lin accepted the commission immediately because she had always been impressed by what she had learned in school about the movement.
- _____ 10. Lin's design of the civil rights memorial was based on a quote from a speech delivered by Dr. Martin Luther King, Jr.
- _____ 11. Lin didn't expect people to cry when they saw the civil rights memorial.



Word Study

Target Words

adjust (adjustments)

civil

commission

demonstrate (demonstration)

design

discriminate (discrimination)

enforce

initial

journal (journalist)

occur

psychology

quote

site

specific (specification)

text

Word Parts

Exercise 1: Roots

Words are made up of different parts. The **root** or **stem** is the part of the word that carries the main idea or basic meaning. The root *psych-* or *psycho-*, meaning “breath, life, or soul,” is the root or stem for words such as *psychology*, *psychiatrist*, *psychic*, *psychedelic*, and *psychoanalysis*. Study these sentences. Circle the letter of the phrase that best completes the statement or answers the question.

1. My aunt loves to go to a fortune-teller to have her palm read. She believes that fortune-tellers are *psychic*. A person who is *psychic*
 - a. is very wealthy
 - b. sees or understands things outside the physical world
 - c. is mentally ill
2. *Psycho-* means “breath, life, or soul,” and *-ology* means “the study of (something).” What does the word *psychology* mean?
 - a. the study of human organizations
 - b. the study of religion
 - c. the study of the mind and behavior

3. A *psychiatrist* is a doctor who specializes in
 - a. treating mental illness
 - b. treating pregnant women
 - c. treating cancer

4. The *psychedelic* art of the 1960s and 1970s was sometimes associated with the use of illegal drugs. Psychedelic art
 - a. is a traditional form of art
 - b. often has distorted or bizarre images and bright colors
 - c. is exhibited in natural outdoor settings

5. *Psychoanalysis* is used to help people with mental and emotional problems. Psychoanalysis involves
 - a. examining the client's physical body
 - b. examining the client's home and workplace
 - c. examining the client's thoughts, emotions, and behaviors

Word Relationships

Exercise 2: Synonyms

Four of the words in each series have similar meanings. Cross out the word that has a different meaning.

- | | | | | |
|----------------|----------|----------|-----------|-------------|
| 1. adjust | adapt | fit | specify | accommodate |
| 2. demonstrate | show | occupy | protest | prove |
| 3. enforce | make | compel | urge | prohibit |
| 4. initial | largest | first | beginning | primary |
| 5. site | location | building | scene | area |
| 6. specific | exact | distinct | general | precise |

Analogies

Analogies are comparisons between two sets of words. Analogies consist of four words, three of which are always given. The analogy is completed by adding a fourth word to complete the connection.

Example:

A waiter is to a restaurant as a teller is to a bank.

waiter : restaurant :: teller : _____

A doctor is to the body as a dentist is to teeth.

doctor : body :: dentist : _____

The Bible is to Christians as the Koran is to Muslims.

Bible : Christians :: Koran : _____

Exercise 3: Analogies

Use one of the target vocabulary words from Units 1 and 2 to complete each analogy. Change the word form by adding a word ending if necessary.

1. movie : film :: book : _____
2. study of groups : sociology :: study of the mind : _____
3. function : functional :: option : _____
4. collect : gather :: disperse : _____
5. economy : economist :: research: _____
6. end : last :: beginning : _____
7. stay : remain :: change : _____
8. general : vague :: particular: _____

The Grammar of Words and Word Families

Exercise 4: Word Families

Use these words to fill in the word family chart. Follow the example given. Some words will be used more than once.

<u>adjust</u> adjustable adjusted adjuster adjustment	<u>civil</u> civilian civilly	<u>commission (2x)</u>	<u>demonstrate</u> demonstrable demonstrably demonstration demonstrator
<u>design (2x)</u> designer	<u>discriminate</u> discriminating discrimination	<u>enforce</u> enforceable enforcer enforcement	<u>initial</u> initially
<u>journal</u> journalism journalist	<u>occur</u> occurrence	<u>psychology</u> psychological psychologically psychologist	<u>quote (2x)</u> quotable quotation
<u>site (2x)</u>	<u>specific</u> specifically specification specify	<u>text</u> textual textually	

Noun	Noun (person)	Verb	Adverb	Adjective
adjustment	adjuster	adjust	—	adjustable adjusted
—	—	—	—	civil
—	—	commission	—	—
—	—	demonstrate	—	—
—	—	design	—	—
—	—	discriminate	—	—
—	—	enforce	—	—
—	—	—	—	initial
journal	—	—	—	—
—	—	occur	—	—
psychology	—	—	—	—
quote	—	—	—	—
site	—	—	—	—
—	—	—	—	specific
text	—	—	—	—

Phrasal Verbs

Phrasal verbs consist of a verb and a preposition (for example, *account for*) or a verb and an adverb (for example, *paid off*). Keep in mind that a phrasal verb often has a different meaning than its parts. *Paid* means “gave someone money” and *off* means “away.” *Paid off*, as in *the move paid off*, however, means “worked out well” or “was a good idea.”

Exercise 5: Phrasal Verbs

Look at how each verb is used in the reading (the number in parentheses indicates the paragraph where the verb appears). Match the verb on the left with its meaning on the right by writing the letter of the correct definition on the line.

- | | |
|---------------------------------|--------------------------------|
| _____ 1. keep apart (1) | a. found on |
| _____ 2. turn out (3) | b. begin suddenly |
| _____ 3. give up (7) | c. separate |
| _____ 4. base on (8) | d. result in, prove to be |
| _____ 5. break out (39) | e. do again from the beginning |
| _____ 6. start over (39) | f. start the flow of |
| _____ 7. turn on (40) | g. abandon, leave |

Exercise 6: Word Forms

Complete each sentence with the correct form of the word.

1. As interest rates rise, many consumers are no longer able to pay off their _____ rate loans.
adjustable adjust adjusted adjustment
2. The salesperson began _____ the features of the tiny cell phone.
demonstration demonstrator demonstrating demonstrate
3. Law _____ is a top priority in our community. We have a strong police force.
enforce enforcing enforceable enforcement
4. Many travel writers keep a _____ of their experiences.
journalism journalist journal journals
5. To work properly, the fountain had to be made to strict _____.
specific specified specify specifications
6. Maya Lin often uses quotes or some other type of _____ in her designs.
texting text textual textually



Understanding Words in Context

Collocations

Collocations are words that often go together. Consider, for example, common collocations with *consumer*, one of the targeted vocabulary words in Unit 1: *consumer credit*, *consumer goods*, and *consumer spending*.

Exercise 7: Collocations

Match the adjectives with the nouns they often appear with. Write the combinations on the lines provided. Can you think of any other words that collocate with them? Add them.

Example: *legal aid*, *legal age*, *legal holiday*

Nouns

tests	evaluation	age	issues
income	aid	holiday	rights
wage	problems	speed	union

Adjectives

1. legal

2. psychological

3. civil

4. adjusted

Exercise 8: Collocations

This paragraph from Reading 2 is about the civil rights movement. Underline the five collocations that refer to the civil rights movement. Some collocations may be repeated.

Lin did not immediately accept the commission. She said that she would read the material the SPLC wished to send her and would consider the matter. She took some time to do this, and then she accepted the commission. The historical significance of the civil rights movement had impressed her. She was surprised that there was no such memorial already in existence. She was also concerned that she herself knew so little about the movement because she had not studied it in school. Of course, she was a very young child during the 1960s when the important marches and the legal decisions had taken place. She was only eight when Martin Luther King, Jr., was assassinated. Lin said that although there were specific monuments to certain people connected with the civil rights movement, “No memorial existed that caught what the whole era was about. It had been very much a people’s movement—yet many people, who had given their lives for it, had been largely forgotten.”

**Using Words in Communication****Exercise 9: Reading**

Read about one of the works created by Maya Lin. Use the suggestions to help you find material on this subject. You can research information in the library or on the Internet. Be sure to only use credible sites for your research.

Suggestions:

1. Vietnam War Memorial—Washington, DC
2. Civil Rights Memorial—Montgomery, Alabama
3. Juniata Peace Chapel—Huntingdon, Pennsylvania
4. Women’s Table—Yale University, New Haven, Connecticut
5. Eclipsed Time—Penn Station, New York City, New York

Exercise 10: Writing

Write one or two paragraphs about the work by Maya Lin that you read about in Exercise 9. Use the questions as a guide when writing your paragraphs. Be sure to answer all the questions.

1. What is it?
2. What is its purpose?
3. Where is it located?
4. What does it look like?
5. Who commissioned it?
6. What else do you know about it?

Exercise 11: Critical Thinking

These questions will help you develop your critical-thinking skills. Critical thinking helps you understand and evaluate information and reach good conclusions using the information that is given. Ask yourself the questions as you work on your answers: What information in the reading supports my answer? What other information do I have to support my conclusion? Where can I get more information about the topic?

1. The timeline at the beginning of the unit lists many important events and people connected to the civil rights movement. In your opinion, which event or person was the most important to the movement? Explain why you think so.
2. Compare the design of “the Wall” with the design of the Civil Rights Memorial in Montgomery, Alabama. How are they alike and different in their forms and in the way visitors react to them? Use information from the Introduction to the Readings and Reading 2 in your answer.
3. If you were asked to design a new memorial to the civil rights movement, what would it look like? Why would you choose this design? Explain in detail.