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COLLEGE NOTRE DAME DES LACS YAMOUSSOUKRO ACADEMIC YEAR: 2026-2027

FULL NAME: …… **LEVEL:**……..

WORKSHEETS - UNIT 2: FREEDOM AND CIVIL RIGHTS

ACTIVITY 1: Reading for comprehension. Read the text carefully and all the activities that follow:

1 On November 14, 1960, 6-year old Ruby Bridges, escorted by four **gun-toting** federal marshals, walked past a screaming **mob** of angry White people to do the unthinkable in New Orleans at the time to go school with White children. Backed by an order from Federal District Court Judge J. Skelly Wright she quietly walked up the steps of William Frantz public school, past youths who were chanting, ' two, four, 0**5** six, eight ! We don't want to integrate', past a woman threatening to poison her, past crosses and **placards** designed to terrify her, including a baby-sized **coffin** displaying a black doll.

'Worse than the physical threats was the isolation', Bridges says. When the school's White parents pulled their children out in protest, she was left alone day after day with her White Boston born teacher, Barbara Henry. The liberal minded Henry was the only one to **alleviate** that loneliness, Bridges said. **10** She couldn't understand the anger directed at her until much later, when a young boy told her he couldn't play with her because she was a '**nigger**'. By her actions, Ruby helped create the first **desegregated** school in the Deep South. White children slowly began to return to the school. 'Today, children aren't as isolated as by racism as she was', Bridges said, 'but they are still caught up in some sort of tornado'. Bridges speaks of the 'new' segregation of **inner-city** schools both in Canada and the **15** United States, where poverty has created ghettos. Ironically, her own William Frantz school, where Whites once fought to keep Blacks out, is now a mostly black, mostly poor school, **riddled** with inner-city problems. Bridges works there as a volunteer.

'We think it happened a very long time ago', the 45-year-old Bridges said. 'But if we don't take measures, it might happen all over again'. It' is the civil **strife** which nearly tore our nation apart when **20** southern Blacks, led by Martin Luther King Jr., began to demand equal rights, including equal access to a decent education. Today Bridges fights racism **through** regular speaking engagement at Canadian and US.

Schools. Louise Elliot, The Toronto Star, May 25, 2000

A- VOCABULAY CHECK: All the words in column A are from the text. Match each of them with its meaning in column B. One word is not concerned. **Do like in the example: 1- f**

COLUMN A	*COLUMN B*	*ANSWERS*
1-gun-toting (L.1) 2-mob (L.2) 3-placards (L.5) 4-coffin (L.6) 5-alleviate (L.9) 6-nigger (L.11) 7-desegregated (L.11) 8-inner-city (L.14) 9- riddled (L.16) 10- strife (L.18) 11- through (L.20)	a-signs, notices b-troubled by c-a black person d-ghetto, slum e-a violent crowd, a mass f-carrying a gun g-conflict, division h-a law officer, a sheriff i- box for dead person j-cut down/reduce k-assimilated, integrated l-by means of	*1- f*

B- COMPREHENSION CHECK: Read the text again and say if these statements are **TRUE** (T) or **FALSE** (F). Justify each answer by indicating the line(s) in brackets. **Example: 11-T (L19-L20**).

1.Ruby Bridges was escorted by four armless federals. …….

2.Ruby was a young female black student. .....

3.She was well welcomed by the white children at school. .....

4.She was isolated and alone at school. .....

5.She received support of loneliness from white teacher Barbara Henry. .....

6.'Nigger' was the name they called her. .....

7.White children never came back to the same school. .....

8.She stated that Ghettos were created by poverty. .....

9.Her William Frantz school didn't receive any other black student until today. .....

10.She said racial discrimination can never come back again. .....

11. Martin Luther King became the leader of the Civil Right Movement. .....

C- LANGUAGE IN USE:

I- Here is a text with gaps about the civil rights movement. Complete it with the words in the bank. Write your answers like in the example. **Example: 1-Though**

separation- desegregation - sit-ins - resorted- assassinated - though - discrimination - given - schools- also - unconstitutional

1- ...**Though**... the constitution says that 'All men are created equal, it became common practice in many Southern states to have 'separate but equal' facilities: **2**- …… , buses, railway carriages, bars, etc.

In the 1950s and 1960s the Pacifist Movement organized **3**- ……..... and freedom marches gathering thousands of black people to protest against **4-** ……..... . They 5- ……..... used legal action. They obtained the **6-** ……..... of schools in 1954 and the 'separate but equal clause was declared **7-** ……..... . The Montgomery bus boycott led to the desegregation of public transport in 1955. The speech **8-** ……..... by Martin Luther King in Washington, D.C. in 1963 was another major step.

Meanwhile the Black Power Movement **9-** ……..... to non violent actions boosted by poverty, discrimination and anger. Malcolm X, the leader of the 'Nation of Islam', called for a **10-** ……..... of Black and White Americans. He was **11-** ……..... in 1965. The Black Panthers also called For Black power, full employment, better housing and education, end of police brutality.

II- Choose the correct modal form to complete the following sentences.

1. She **(could walk / could have walked)** before she was a year old.

2. The party was supposed to be a secret. You **(shouldn't say / shouldn't have said)** anything.

3. I'm not sure, but I **(might leave / might have left)** early tonight.

4. I'm not afraid to go alone. You **(needn't have come / needn't come)** with me.

5. It's late. You **(must be / must have been)** very tired.

6. You **(ought to introduce / ought to have introduced)** me to your friends. I didn't know anyone's name.

III- Match the modals or modal perfects

1. Shall I help you with that heavy bag?	a. a logical conclusion about a past event
2. You should have done all the homework.	b. formal request
3. She didn't answer the phone so she must have left.	c. prohibition d. offer
4. I need to clean my room. I promised my mum that I would.	e. unfulfilled expectation f. obligation
5. I think that they might have left.	g. advice which was not followed
6. Would you sign your name here, please?	h. a guess about something which happened

7. It's not fair. I ought to have received a prize too.

8. You mustn't use this computer.

a- <u>Present modals:</u>

In a democracy, every citizen has basic right which state **1-** (**cannot / shouldn't / may not)** take away. The state **2-** (**could / must / may)** respect people's beliefs and opinions. Citizens **3- (are allowed to / are obliged to / ought to)** assemble and protest against government actions. However, citizens **4- (could / couldn't / mustn't)** use violence to protest, and they **5-** (**can / must / may)** respect the law. In a democracy, no one **6- (must / ought to / may)** be subjected to inhuman treatment or imprisoned without legal justification. Political leaders **7- (can / have to / could)** be chosen by the people in elections. In most democracies, voting is not an obligation and citizens **8-** (**mustn't / don't have / shouldn't)** to vote if they don't want to.

<u>ACTIVITY 2: COMMUNICATIVE PHASE</u> You are attending a conference about **racial discrimination** and its effects. To make sure you understand something, you are asked to give your thoughts or wishes on how the world could live better. Answer the following:

a- What could be some reasons for hatred in the world?
b- Are there any consequences to the intolerance happening?
c- What are the solutions to end racism or hatred in the world?

Here are some ideas to help you:

Educate ourselves / raise awareness / challenge everyday discrimination and racism (point out to anyone who tries)/ report racist or discriminatory content online ……

ACTIVITY 3: The paragraph below is about social inequalities. To make it meaningful, complete it by filling in the blanks with words from the box below. Write your answers like in the example.

Example: **1- households**

concentration, least, whites, factors, below, occupations, poor, lack, disparity, policy, qualifications, households

When most people talk of social and economic inequalities they compare averages or medians in outcomes. The average wealth of black **(1)** ..... **households**..... in western countries are well **(2)** ..... those of **(3)** ..... But this does not mean all black people are **(4)** ……...…, disadvantaged or in jobs unfitting their **(5)** ..... .The per capita wealth **(6)**..... stems from many **(7)** ……..…., including racism but also low capital inheritance and a **(8)** …….of black people in low-paying **(9)** ..... . Low capital accumulation and **(10)** ..... of economic diversity are, at **(11)** ……..… in part legacies of past inequalities of opportunity.

ACTIVITY 4: Complete the sentences with nouns formed from the words in brackets using suffixes or prefixes. Example: 1- silence

Lasting peace is a prerequisite for the exercise of all human rights and duties. It is not the peace of **1- (silent)** ….**silence**…., of men and women who by **2- (choose)** ……. or constraint remain silent. It is the peace of **3- (free)** ……- and therefore of just laws- of **4- (happy)** ……..……., equality, and solidarity, in which all citizens count, live together and share. Peace, **5- (develop)** …… and democracy from an interactive triangle. They are mutually reinforcing. Without democracy there is no sustainable development: disparities become unsustainable and lead to imposition and **6- (dominate)** …….. .

A universal **7- (renunciate)** ……..... ….. of violence requires the **8- (commit)** ……. of the whole of society. There are not matters of **9- (govern)** …… but matters of state; not only matters for the authorities, but for society, in its **10- (entire)** ……. including civilian, military, and religious bodies. The **11- (mobilize)** ……. which is urgently needed to effect the transition within two or three years from culture of war to a culture of peace demands co-operation from everyone.

From Frederico Mayor In The UNESCO Courier 1997, P.73

ACTIVITY 5: COMMUNICATIVE PHASE (WRITING): Writing an Email

Your British friend residing in Kenya has emailed you to inquire about the status of freedom of speech in your country. Compose a reply to address his or her inquiry. In your reply,

1-list some indicators of freedom of speech ;

2-share examples of freedom of speech in your country ;

3-suggest what can be done to make freedom of speech a reality.

"You don't need to wait for permission to succeed" ***Kinda***