

Read the passages and answer the questions that follow.

Passage 1

The Fight for Rights

by Eileen Terrill and Geoff Williams

- 1 Civil rights are the rights that are guaranteed to all citizens of a nation. Some of these include the right to go to school, to ride public transportation, to use a library, to see a movie, and to eat in a restaurant. The right to vote and the right to be treated equally under the law are others.
- 2 Our nation’s Constitution is supposed to address the rights of every citizen. But U.S. laws have not always been fair. Even after the Civil War (1861–1865), black Americans were not treated the same as white Americans were treated. Congress passed three amendments — the 13th, 14th, and 15th — to protect the rights of former slaves. But officials and citizens in the South enforced their own set of laws at the state level. They found ways to prevent black Americans from exercising their rights and passed laws designed to keep the races segregated.
- 3 Black people were not only kept separated from white people, they also were treated unequally. They were not allowed to sit with white people on trains and buses or in restaurants, movie theaters, churches, libraries, and many other public areas. They were not allowed to use the “white” hospitals or restrooms. Black students and white students could not go to the same schools.
- 4 Local and state officials in the South used fear, intimidation, and the law to keep black people from voting. The jobs available to black workers were limited. They did not have the freedom to live anywhere they wanted. Black Americans faced discrimination in almost every aspect of their lives. They were treated like second-class citizens. But in the 1950s and 1960s, concerned people, both black and white, began working together to change all of that.
- 5 Out of those decades grew a historic civil rights movement. Growing numbers of African Americans found the courage to take action and fight for their rights — even when they were threatened with harm or death. Some of these people have become famous for their efforts to end discrimination — the Rev. Dr. Martin Luther King, Jr., Thurgood Marshall, and Rosa Parks.

6 But there were many people involved in the modern civil rights movement. The movement succeeded because so many individuals found the courage to speak up and join together. They demanded change and met hate and anger with nonviolence. They were cursed at, arrested, and beaten for their efforts. Some, like King, were murdered. The actions of many of these other people may be less familiar than King's, but they made a significant impact on the movement.

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Passage 2

The Sit-ins That Shook Up the Nation

by Elizabeth McDavid Jones

7 On the last day of January in 1960, Ezell Blair Jr. came home from college and casually asked his parents' permission to cause some trouble. "I'd like to know," he said, "because tomorrow we're going to do something that will shake up this town."

8 What Blair and three other students at North Carolina Agricultural and Technical College accomplished the next afternoon did shake up their town — Greensboro, North Carolina. The shock waves from their action reverberated¹ across the United States and changed the way black and white people lived together.

9 In 1960, especially in the South, things were quite different for black people. Blacks could sit only in certain sections of theaters, usually the balcony. Public swimming pools and golf courses were off limits. Blacks couldn't use the same water fountains as white people, and even public libraries were sometimes restricted.

10 Segregation means forcing people of different races to live, work, and go to school apart. Integration, the opposite, means the removal of legal and social barriers that segregate racial groups.

11 Dr. Martin Luther King Jr., the civil rights leader and president of the Southern Christian Leadership Conference, said that segregation for years had been "America's shame." Beginning in the 1950s, African Americans along with others began to rise up against segregation and to march, boycott, and protest.

¹ **reverberated:** were felt

- 12 Ezell Blair and his friends David Richmond, Joseph McNeil, and Franklin McCain knew Dr. King’s philosophy of civil disobedience. And they had read about Mahatma Gandhi’s success with passive resistance in India. Both King and Gandhi believed in peacefully disobeying unjust laws and customs.
- 13 Lots of college students talked about taking action, but Blair and his friends decided to stop talking and do something. According to Richmond, “We used to question, ‘Why is it that you have to sit in the balcony? Why do you have to ride in the back of the bus?’”
- 14 The four chose Monday, February 1. After their last class that day, they met at the campus library and headed for downtown, a fifteen-minute walk.
- 15 They first stopped at the clothing store owned by Ralph Johns, a white supporter of civil rights and friend to many A&T students, including McNeil. Johns is said to have encouraged McNeil to take action and provided the students with money and advice.
- 16 The four young men then proceeded to Woolworth’s Five and Dime Store on South Elm Street. They made a few purchases of school supplies, shoe polish, and toothpaste at counters that accepted their business.
- 17 Then came the big test: to take a seat and ask to be served at Woolworth’s whites-only lunch counter.
- 18 “You bet we were scared,” remembered David Richmond. “We didn’t know what to expect. We figured we would be arrested.”
- 19 A black waitress demanded to know what the students were doing. “You know you’re supposed to eat at the other end,” she said, referring to the stand-up counter where blacks were allowed to eat. She called the counter manager, who called the store manager, C.L. Harris. Harris asked Blair and his friends to leave, but the young men refused to budge. They had vowed not to move unless they were served.
- 20 Harris contacted the police, but no legal action was taken.
- 21 Finally, Harris decided to close the store, since it was near closing time anyway. The four stayed fifteen minutes longer. When they left, they promised to return the next day. They felt elated and encouraged. They had bucked tradition. They had demanded fair treatment. And nothing bad had happened to them.
- 22 Back on campus, they spread the word about the sit-in. The following day, they returned to the lunch counter accompanied by about thirty students, male and female. Again they were denied service.
- 23 On Wednesday, sixty-three of the sixty-six seats at the lunch counter were filled by black students.

- 24 On Thursday, three white college students joined the black students from A&T and other colleges in the sit-in. But along with the protesters were counterprotesters, people who did not agree with integration.
- 25 One black student offered to pay five dollars for a glass of water. No service.
- 26 By Friday, three hundred protesting youths filled the aisles of Woolworth's. And on Saturday even the A&T football team crowded into the store. The store was forced to close because of a bomb threat that afternoon, and the crowd carried its protest to a nearby Kress store. That store also closed that afternoon for safety reasons.
- 27 By the next week, sit-ins had occurred in stores throughout North Carolina. Protesters were picketing Woolworth's in New York City. A nationwide boycott was organized so no one would shop at Woolworth's until store officials changed their policy and offered integrated lunch counters.
- 28 Protests and sit-ins spread across the South to Virginia, Maryland, Tennessee, Alabama, South Carolina, Louisiana, and Florida. Not all of the protesters were as fortunate as Blair and his friends. Many were arrested for trespassing and were sent to jail.
- 29 Little by little, the sit-ins began to have an effect. During that spring, stores in Florida, Maryland, and Tennessee ended their segregated lunch counters. Some stores in Virginia and North Carolina followed suit, and finally, in late July, nearly six months after Blair, Richmond, McNeil, and McCain first "shook up the town," the Woolworth's lunch counter in Greensboro was integrated.
- 30 Though the struggle for equality continues, things are better today, thanks in part to the four college students from Greensboro.

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- 1** What is a central idea of passage 1?
- A.** White and black Americans did not have the same job opportunities.
 - B.** Black Americans were not allowed to eat in the same restaurants as white Americans.
 - C.** Many people were brave and courageous in gaining equality for black Americans.
 - D.** Dr. Martin Luther King worked to improve the lives of black Americans.

2 What does the word aspect mean as it is used in paragraph 4?

- M. view
- P. part
- R. direction
- S. appearance

3 The following item has two parts. Answer Part A and then answer Part B.

Part A

Which statement **best** represents the author’s viewpoint in passage 2?

- A. People who take action can change the lives of many.
- B. Disputes strengthen society and are necessary for its survival.
- C. Civil rights are the same for all people.
- D. Rules are made to protect the common good of all people.

Part B

Which sentence from passage 2 supports the correct answer to Part A?

- M. “Finally, Harris decided to close the store, since it was near closing time anyway.” (paragraph 21)
- P. “But along with the protesters were counterprotesters, people who did not agree with integration.” (paragraph 24)
- R. “Not all of the protesters were as fortunate as Blair and his friends.” (paragraph 28)
- S. “Though the struggle for equality continues, things are better today, thanks in part to the four college students from Greensboro.” (paragraph 30)



**TCAP Practice Test Standards Alignment and Key – ELA Grade 6
(2019–2020)**

Subpart 1	Key	Standard
1	C	6.RI.CS.4
2	B or P	6.RI.KID.2
3	A	6.RI.KID.2
	Prompt	6.W.TTP.2
Subpart 2		
1	C	6.RI.KID.2
2	B or P	6.RI.CS.4
3	A D or A S	6.RI.CS.6
4	C	6.RI.KID.3
5	B A or P A	6.RI.KID.2
6	E,F or T,V	6.RI.KI.9
7	A	6.RI.KI.9
8	B or P	6.RL.KID.2
9	B C or B R	6.RL.KID.3
10	B,F	6.RL.CS.5
11	B C or P C	6.RL.KID.2
12	B C or P C	6.RL.CS.4
13	A or M	6.RL.KID.3
14	C,F	6.RL.CS.5
15	C or R	6.L.CSE.1.b
16	B	6.L.CSE.2
17	A or M	6.L.CSE.2
18	B	6.L.CSE.1.b
19	A or M	6.L.CSE.2
20	C	6.L.CSE.2
21	B or P	6.L.KL.3