

QUESTIONS: CLARA LUPER

1. What inspired Clara Luper to become a civil rights leader?

- A) Her interest in history.
- B) Her passion for education.
- C) Her experience at Langston University.
- D) Her exposure to desegregated restaurants in New York City.

2. Which event in Clara Luper's life happened immediately after she wrote the play "Brother President"?

- E) Becoming the advisor for the Oklahoma City NAACP Youth Council.
- F) Earning her master's degree from the University of Oklahoma.
- G) Experiencing desegregated restaurants in New York City.
- H) Organizing a march from Oklahoma City to Lawton.

3. What is the main point that the author is conveying in the passage?

- A) Clara Luper was a dedicated civil rights activist who fought against segregation and discrimination throughout her life.
- B) Clara Luper's early passion for education led her to become an influential figure in Oklahoma history.
- C) The passage primarily discusses the desegregation protests organized by Clara Luper and their impact on Oklahoma.
- D) Clara Luper's tireless efforts in the fight for civil rights earned her numerous awards and recognition in Oklahoma.

4. Based on the information provided in the passage, which of the following can be inferred about Clara Luper's impact on the civil rights movement?

- E) Clara Luper's desegregation protests directly led to the nationwide desegregation of Katz's drugstore locations.
- F) Clara Luper's play "Brother President" was instrumental in inspiring Herbert Wright to invite her to perform it in New York City.
- G) Clara Luper's dedication to education played a significant role in her ability to organize and lead civil rights protests.
- H) Clara Luper's activism extended beyond Oklahoma City and included various other cities in Oklahoma.

5. Which of the following best describes the point of view of the author in this passage about Clara Luper?

- A) Third-person omniscient, as the author provides insights into Clara Luper's thoughts and emotions throughout her life.
- B) First-person, as the author directly shares their personal experiences and opinions about Clara Luper's activism.
- C) Third-person limited, with a focus on Clara Luper's actions and experiences without delving into her inner thoughts.
- D) Second-person, as the author addresses the reader directly and invites them to imagine themselves in Clara Luper's shoes.

6. Which of the following statements would the author most likely agree with based on the information presented in the passage about Clara Luper?

- E) Clara Luper's efforts were insignificant in the overall civil rights movement.
- F) Clara Luper's dedication to education hindered her ability to be an effective civil rights activist.
- G) Clara Luper's actions and leadership had a significant and positive impact on the fight against segregation and discrimination in Oklahoma.
- H) Clara Luper's civil rights activism primarily focused on achieving personal recognition and awards.

7. On line 19, what does the word "emerge" most likely mean?

- A) To disappear or vanish gradually.
- B) To become less prominent or important.
- C) To become visible or prominent after being hidden or scarce.
- D) To decline or decrease rapidly.

8. What is the main purpose of lines 32-42?

- E) To describe Clara Luper's experiences while traveling to New York City with her play's cast.
- F) To highlight the success of Clara Luper's play and her invitation to perform it in New York.
- G) To illustrate the stark contrast in racial segregation between New York and the Southern route.
- H) To emphasize the significance of Martin Luther King, Jr.'s non-violent techniques in the civil rights movement.

9. The author's tone in this passage can best be described as:

- A) Detached and analytical.
- B) Critical and judgmental.
- C) Admiring and respectful.
- D) Sarcastic and mocking.