

Name: _____

Civil Rights Movement

Plessy v. Ferguson/Separate But Equal:

Segregation:

NAACP:

Thurgood Marshall:

Brown v the Board:

Little Rock Nine:

Rosa Parks:

Martin Luther King Jr.:

SCLC/SNCC:

Sit-ins:

Freedom Riders:

I have a dream:

Civil Rights act of 1964:

Freedom Summer:

Fannie Lou Hamer:

Selma:

Voting Rights act of 1965:

De Facto/DeJure Segregation:

Malcolm X:

Nation of Islam:

Stokely Carmichael:

Black Panther:

Assassination of MLK:

Civil Rights Act of 1968:

Affirmative Action:

Essential Questions

1. How does social and cultural change impact the individual?

2. How can people change society?

3. How far should the government go to promote equality and opportunity?

4. What happens when the government loses the support of the public?

5. Did America move closer or further away from its founding ideals in the three decades after World War II?

Enduring Understandings

1. People's values and actions are influenced by the culture that surrounds them.

2. Democracy is an ongoing process that involves struggle and requires cooperation

3. Individuals and groups can participate to influence the government and reform society, but are often met with opposition.

4. Breaches of trust by leaders damage the public's confidence in government.

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Directions: Read Pages 64-87, and answer the following questions.

1. "No State shall . . . abridge the privileges . . . of citizens of the United States. . . ; nor deny to any person within its jurisdiction the equal protection of the laws" are words associated with which Civil War era amendment? _____

2. Even though Homer Plessy won in Plessy v Ferguson, what unintended result did it have?

3. What did Justice Harlan say about the Plessy decision? Who was Charlie Houston? Why was he so important? Who was one of Houston's best students?

4. Who is "Jim Crow"? How did segregation affect Alaska? Who was not granted citizenship until 1924? How did WWII change America's opinion on race? What is celebrated on Elizabeth Peratrovich Day?

5. What was Linda Brown's dad upset about? Which 1954 civil rights case involving a Topeka, Kansas student is typically seen as overturning the 1896 Plessy v. Ferguson decision? What civil rights organization spearheaded the case? Who was the lead civil rights lawyer?

6. Which law school educated many who became involved in civil rights law. What was Marshall's record in supreme court cases? What were the arguments? Who was the chief justice of the Supreme Court at the time the decision was rendered, why was that a "big deal?" What was the decision?

7. What famous 1969 Supreme Court decision supported the right of a student to wear a black armband to protest American involvement in Vietnam. What was the basis of their decision?

8. Why did schools in Virginia close down for five years? In the border states that integrated, who caused the most problems? How did the experiences Gates and Morton differ?

9. What was amazing about Mike King's education? Where did MLK Jr go to College and Seminary school? Which writer, the author of *Civil Disobedience*, profoundly influenced Martin Luther King, Jr.'s political and moral philosophy? Who else was a major influence on MLK?

10. How did "Boycott" get its name? What message did MLK want to spread as a preacher? How did MLK choose to fight segregation? What did it mean he had to do?

11. What important position did Rosa Parks hold? What did she do to help start the Civil Rights Movement? How did others help her? How did the bus boycott end? Who was the 26-year-old minister vaulted to international fame by the Montgomery Bus Boycott?

12. After Brown how fast were the schools supposed to integrate? What actually happened? Which city's Central High School became the scene for a famous civil rights struggle in 1957? What was the collective name given to the students who first integrated Central High?

13. Why did Melba Pattillo want to go to Central High? What kinds of jobs did the Little Rock 9 have in 1957? Who was governor of Arkansas at the time? Why did he call in the National Guard? How did President Eisenhower respond initially? Why was Melba Pattillo afraid?

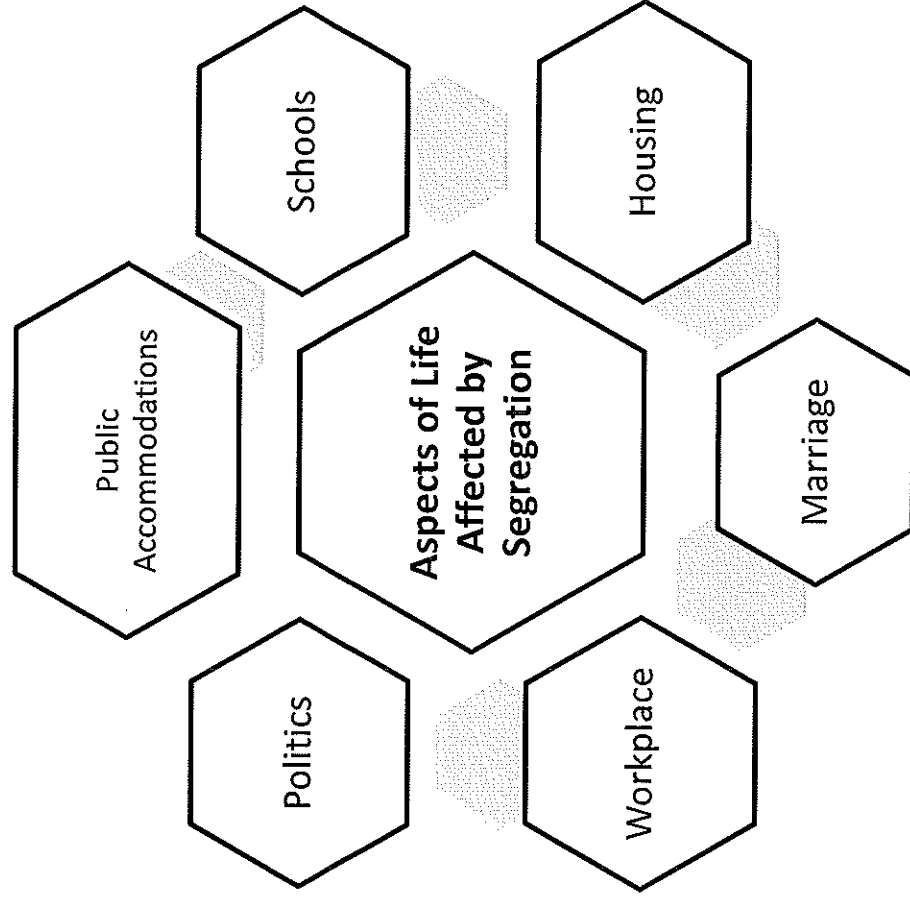
14. Who is Elizabeth Eckford? Why was she by herself? What happened to her on the way in to the school? Why didn't she make it in? After Eisenhower finally responded how did the 9 gain entrance to the school? How did the TV impact the Civil Rights Movement?

Directions: As we discuss the different types of segregation in class, fill out your graphic organizer below.

Segregation

Type: <i>De Facto</i> Segregation	Type: <i>De Jure</i> Segregation
<u>Definition:</u>	<u>Definition:</u>
<u>Examples:</u>	<u>Examples:</u>

Directions: Read pages 568-569 (Online Lesson 44, Section 1 & 2) in your History Alive! textbook. Next to each of the six ovals below, create spokes and list as many examples as you can that show how segregation affected Americans during this era. *Be specific.*



Our experience in the classroom activity was similar to history in that... Give three examples of how the classroom activity compared to the experiences of Americans during this time in history.

-
-
-

CHAPTER
21
Section 1

GUIDED READING *Taking on Segregation*

As you read, answer questions about important events in the civil rights movement.

1875	Civil Rights Act is passed. →	1. What did the Civil Rights Act of 1875 do?	
1883	Supreme Court rules 1875 Civil Rights Act unconstitutional.	2. How did the Court rule in <i>Plessy</i> ?	
1896	<i>Plessy v. Ferguson</i> →		
1945	World War II ends. →	3. In what three ways did World War II help set the stage for the modern civil rights movement?	
1946	<i>Morgan v. Virginia</i> outlaws mandatory segregation on interstate buses.	a.	
1950	<i>Sweat v. Painter</i> declares that state law schools must admit black applicants.	b.	
1954	<i>Brown v. Board of Education</i> →	c.	
1955	Supreme Court orders school desegregation. Emmett Till is murdered.	4. Who argued <i>Brown's</i> case?	5. What did the <i>Brown</i> ruling declare?
	Rosa Parks is arrested. →	6. What organization was formed to support Rosa Parks?	7. What did it do?
1956	Supreme Court outlaws bus segregation.		
1957	Little Rock faces school desegregation crisis. →	8. How did President Eisenhower respond to the Little Rock crisis?	
	Southern Christian Leadership Conference (SCLC) is formed. →	9. Who was the president of SCLC?	10. What was SCLC's purpose?
1960	Student Nonviolent Coordination Committee (SNCC) is formed. →	11. What did SNCC accomplish, and how?	



Section 1

RETEACHING ACTIVITY *Taking on Segregation***Finding Main Ideas**

The following questions deal with the beginnings of the civil rights movement. Answer them in the space provided.

1. How were the Supreme Court cases *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* related?

2. How did President Eisenhower respond to the Little Rock school crisis?

3. How did the Montgomery Bus Boycott begin? What effect did it have?

4. What was significant about the Civil Rights Act of 1957? What did it accomplish?

5. What was Martin Luther King, Jr.'s approach to battling racial injustice?

6. How did the sit-in demonstrations throughout the South reflect King's approach?



GEOGRAPHY APPLICATION: REGION

The Brown Decision, Ten Years Later

Section 1

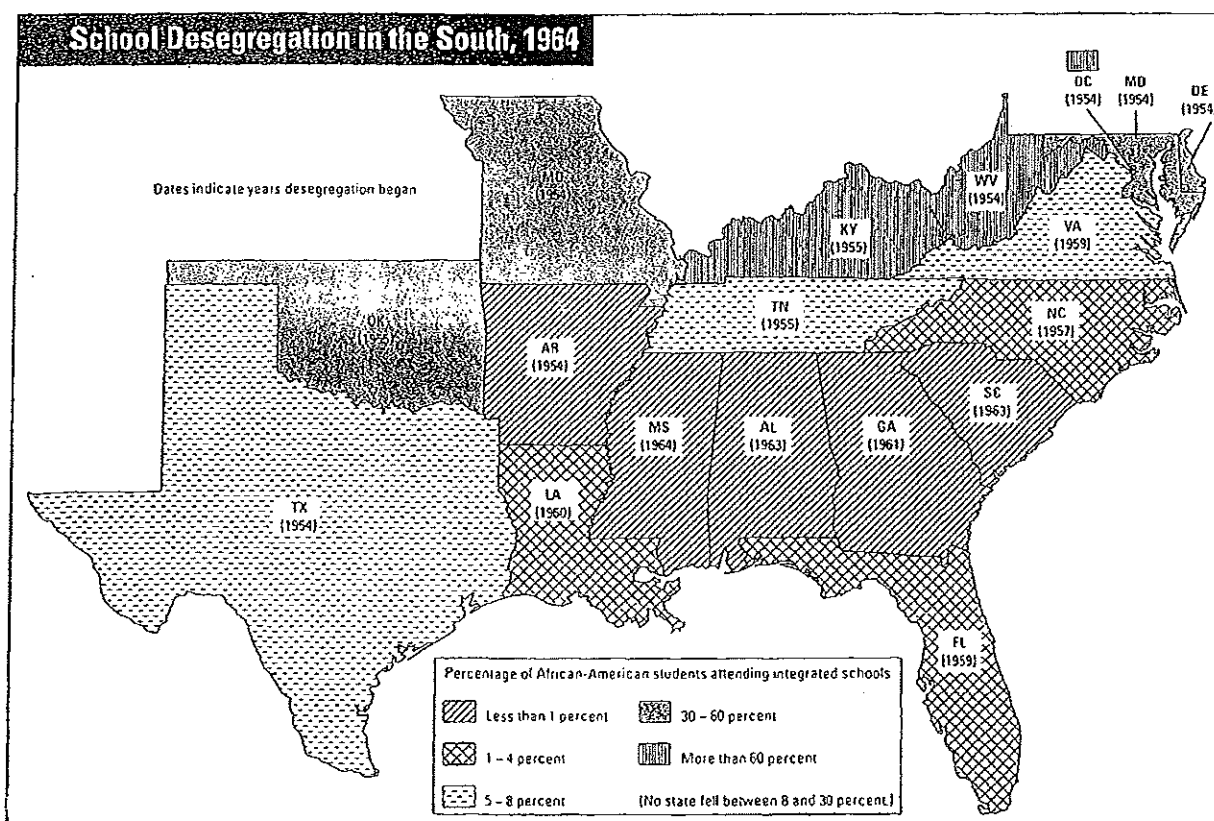
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

In 1954, the Supreme Court ruled in *Brown v. Board of Education* that to separate public-school students "solely on the basis of race" was unconstitutional. The Court had established a "separate but equal" doctrine in 1896, in its *Plessy v. Ferguson* ruling, but the 1954 decision reversed that ruling. Now, the court declared that "'separate but equal' has no place" in public education.

The *Brown* decision, however, did not bring public-school segregation to an immediate end. The responsibility for implementing desegregation fell on local governments—to school officials who had to keep in mind state laws and regional customs. Thus, at times, the move toward statewide compliance took place slowly, almost one school at a time. When desegregation efforts lagged, the

Supreme Court issued a second *Brown* decision in 1955, directing lower courts to admit African-American students to public schools "with all deliberate speed." Eventually, in some areas of the South, the federal government had to step in and enforce desegregation.

Still, even ten years after *Brown*, only about 380,000 African-American elementary and secondary students in 17 Southern states and the District of Columbia—less than 11 percent of the 3.5 million students in the region—were going to schools with white students. In Alabama only 94 out of 89,000 African-American students, and in Mississippi only 58 out of 22,000 African-American students, attended integrated schools.



Interpreting Text and Visuals

1. Which states in the region shown on the map began to integrate their public schools in the year of the *Brown v. Board of Education* decision? (Do not count the District of Columbia.) _____

2. In which states did school desegregation not begin until the 1960s? _____

3. What generalization can you make about the relationship between the time a state began the desegregation process and the degree of integration of its schools in 1964? _____

Which state is a glaring exception to that trend? _____

4. In which states were 30 to 60 percent of African-American students in integrated schools? _____

5. In which states was the percentage of African-American students in integrated schools less than the region's average? _____

6. Which five of the states you listed for question 5 had percentages the farthest below the regional average? _____

How might the economic and social history of those five states have led to a resistance to desegregation? _____

Name - _____ Period - _____ Date - _____

A Time For Justice – Video

Directions: *View the video. Focus on understanding the history of the Civil Rights Movement. Answer the following questions on this sheet.*

1. What legal, institutional and historical factors resulted in blacks being the underclass?
2. What underlying factor of American society caused Emmett Till's murder? What happened to those accused of his murder?
3. In 1955, how did the Alabama's black community respond to the arrest of Rosa Parks? Was their response successful?
4. What major Supreme Court ruling, related to the bus boycott, was decided in 1956? Describe the effects.
5. How did the local and state governments respond to the Supreme Court ruling requiring desegregation in Little Rock, Arkansas public schools?
6. What was the federal government's reaction to the education crisis in Arkansas?
7. How did African Americans respond to segregation in restaurants and bus terminals?
8. Describe the "Freedom Rides." What were their goals and how did southern whites and southern governments respond?
9. In 1964, northern liberal whites joined southern blacks to achieve what civil rights goals? What was the southern segregationist response to these northern liberal whites?
10. How did southern whites and southern governments prevent blacks from voting?
11. Why did blacks march from Selma to Montgomery, Alabama? How did the Alabama local and state governments respond to the march?
12. What was the federal government response to the "Bloody Sunday" event?

Blank lined paper for writing.



Section 1

PRIMARY SOURCE Crisis in Little Rock

When 16-year-old Elizabeth Eckford left for Little Rock's Central High School in September 1957, she did not know that the governor had ordered the National Guard to keep her and eight other black students from entering the all-white school. This is Eckford's account of her first day at an integrated school.

Before I left home Mother called us into the living room. She said we should have a word of prayer. Then I caught the bus and got off a block from the school. I saw a large crowd of people standing across the street from the soldiers guarding Central. As I walked on, the crowd suddenly got quiet. Superintendent Blossom had told us to enter by the front door. I looked at all the people and thought, "Maybe I will be safer if I walk down the block to the front entrance behind the guards."

At the corner I tried to pass through the long line of guards around the school so as to enter the grounds behind them. One of the guards pointed across the street. So I pointed in the same direction and asked whether he meant for me to cross the street and walk down. He nodded "yes." So, I walked across the street conscious of the crowd that stood there, but they moved away from me.

For a moment all I could hear was the shuffling of their feet. Then someone shouted, "Here she comes, get ready!" I moved away from the crowd on the sidewalk and into the street. . . .

The crowd moved in closer and then began to follow me, calling me names. I still wasn't afraid. Just a little bit nervous. Then my knees started to shake all of a sudden and I wondered whether I could make it to the center entrance a block away. It was the longest block I ever walked in my whole life.

Even so, I still wasn't too scared because all the time I kept thinking that the guards would protect me.

When I got right in front of the school, I went up to a guard again. But this time he just looked straight ahead and didn't move to let me pass him. I didn't know what to do. Then I looked and saw that the path leading to the front entrance was a little further ahead. So I walked until I was right in front of the path to the front door.

I stood looking at the school—it looked so big! Just then the guards let some white students go through.

The crowd was quiet. I guess they were waiting to see what was going to happen. When I was able to steady my knees, I walked up to the guard who had

let the white students in. He too didn't move. When I tried to squeeze past him, he raised his bayonet and then the other guards closed in and they raised their bayonets.

They glared at me with a mean look and I was very frightened and didn't know what to do. I turned around and the crowd came toward me.

They moved closer and closer. Somebody started yelling, "Lynch her! Lynch her!"

I tried to see a friendly face somewhere in the mob—someone who maybe would help. I looked into the face of an old woman and it seemed a kind face, but when I looked at her again, she spat on me.

They came closer, shouting, "No nigger bitch is going to get in our school. Get out of here!"

I turned back to the guards but their faces told me I wouldn't get help from them. Then I looked down the block and saw a bench at the bus stop. I thought, "If I can only get there I will be safe." I don't know why the bench seemed a safe place. . . .

When I finally got there, I don't think I could have gone another step. I sat down and the mob crowded up and began shouting all over again. Someone hollered, "Drag her over to this tree! Let's take care of the nigger." Just then a white man sat down beside me, put his arm around me and patted my shoulder. He raised my chin and said, "Don't let them see you cry."

Then, a white lady—she was very nice—she came over to me on the bench. She spoke to me but I don't remember now what she said. She put me on the bus and sat next to me. . . . [T]he next thing I remember I was standing in front of the School for the Blind, where Mother works.

from William Loren Katz, Eyewitness: The Negro in American History (New York: Pitman, 1967), 492–494.

Discussion Question

Why do you think Elizabeth Eckford encountered such a hostile reaction when she arrived at Central High School? Cite evidence from your textbook to support your opinion.



Section 1

AMERICAN LIVES Rosa Parks

Taking a Historic Stand by Sitting

"I didn't have any special fear. It was more of a relief to know . . . that I wasn't alone. If I was going to be fearful, it would have been as far back as I can remember, not just that separate incident."—Rosa Parks, recalling her emotions during the Montgomery bus boycott, 1988

Rosa Parks (b. 1913) has been called the mother of the civil rights movement. Her quiet act of defiance against segregation on the buses of Montgomery, Alabama, started a wave of protest in the 1950s—and launched the career of Martin Luther King, Jr.

Rosa McCauley had a difficult early life, as her parents separated and her small family struggled to live. She juggled school with work to help her family. At age 19, she married Raymond Parks, who had been active in efforts to register African Americans to vote. For the next 20 years, she worked a variety of jobs. Beginning in 1943, she was a secretary of the Montgomery chapter of the National Association for the Advancement of Colored People (NAACP). When she could, Parks protested segregation laws. She refused to use drinking fountains or elevators set aside for African Americans. She often walked home from work rather than take segregated buses.

However, on December 1, 1955, she was tired and took the bus. A white man got on the bus that day after the section reserved for whites was full. Parks and three other African Americans were told by the bus driver to give up their seats. Parks refused. "I don't think I should have to," she said. "Why do you push us around so?" The bus driver summoned police, and Parks was arrested.

Edgar Daniel Nixon—head of the local NAACP—and two lawyers paid a bond to secure Parks's release. Then Nixon asked if she would agree to appeal the case in order to challenge the segregation law. Her mother and husband feared for her safety, but she agreed to go ahead—if it will "do some good." Meanwhile, other activists in Montgomery seized on Parks's act of defiance. The Women's Political Council had been ready for months to call for a boycott of the city bus line for its segregation and rude treatment of African-American passengers. Notified of Parks's arrest, Jo Ann Robinson of the WPC issued thousands of fliers calling for the city's blacks to boycott the bus

line on December 5—the day of Parks's trial.

The boycott worked, and that night African Americans met to discuss whether to continue it. At the meeting, a newly arrived minister—Dr. Martin Luther King, Jr.—spoke and energized the crowd. The people decided to continue the boycott and named King as their leader. The boycott lasted more than a year. It ended when the Supreme Court ruled that the segregated city buses violated the rights of African Americans. With this success, King had begun his brilliant career as America's chief civil rights leader.

Life for Parks became difficult, however. She lost her job, and her husband was unable to work after suffering a nervous breakdown. They were plagued by threatening phone calls. Even after the boycott ended, no one would hire Parks. A year after the boycott ended, the Parks family moved to Detroit, where they had family. Rosa Parks made a living as a seamstress and also helped the local office of the Southern Christian Leadership Conference. In 1965 she joined the staff of a member of the U.S. House of Representatives from Detroit.

Over the years Parks has delivered speeches to raise money for the NAACP. In 1969 a street was named for her in Detroit. She has received many awards—most notably the 1984 Eleanor Roosevelt Women of Courage Award. In 1989 she attended the White House ceremony for the 25th anniversary of the Civil Rights Act, where she was acknowledged by President Bush.

Questions

1. Why is Parks called the "mother of the civil rights movement"?
2. Jo Ann Robinson recalled later that Parks was "dignified" and had "strong morals and high character." Why did that make her a good symbol to promote the bus boycott?
3. Explain in your own words what Parks's action meant to American history.

CHAPTER 21

GUIDED READING

The Triumphs of a Crusade

Section 2

A. As you read this section, take notes to answer the questions about the time line.

1961	Freedom riders travel through the South. →	1. What was the goal of the freedom riders?	2. What was the Kennedy administration's response?
1962	James Meredith integrates Ole Miss.		
1963	Birmingham and the University of Alabama are integrated.		
	Kennedy sends civil rights bill to Congress.		
	Medgar Evers is murdered.	3. What was the goal of the march on Washington?	4. Who attended the march?
	March on Washington →		
	Birmingham church bombing kills four girls.		
	Kennedy is assassinated.	5. What was the goal of the Freedom Summer project?	6. Who volunteered for the project?
1964	Freedom Summer →		
	Three civil rights workers are murdered.		
	Civil Rights Act is passed.	7. What role did the violence shown on television play in this march?	8. What did the march encourage President Johnson to do?
1965	March from Selma to Montgomery →		
	Voting Rights Act is passed. →	9. What did the Voting Rights Act outlaw?	10. What did the law accomplish?

B. On the back of this paper, explain Fannie Lou Hamer's role in the civil rights movement.



Unit 2

PRIMARY SOURCE from **"I Have a Dream"**
by Martin Luther King, Jr.

On August 28, 1963, more than 250,000 people took part in a march on Washington, D.C., in support of the civil rights bill. As you read this part of the speech that Dr. King delivered that day, think about his dream and whether it has come true.

Here I am today, my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed, "We hold these truths to be self-evident; that all men are created equal." I have a dream that one day on the red hills of Georgia, sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.

I have a dream today!

I have a dream that one day down in Alabama—with its vicious racists, with its Governor having his lips dripping with the words of interposition and nullification—one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low. The rough places will be plain and the crooked places will be made straight, "and the glory of the Lord shall be revealed, and all flesh shall see it together."

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle

together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. And this will be the day. This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrims' pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire, let freedom ring from the mighty mountains of New York; let freedom ring from the heightening Alleghenies of Pennsylvania; let freedom ring from the snow-capped Rockies of Colorado; let freedom ring from the curvaceous slopes of California. But not only that. Let freedom ring from Stone Mountain of Georgia; let freedom ring from Lookout Mountain of Tennessee; let freedom ring from every hill and molehill of Mississippi. "From every mountainside, let freedom ring."

And when this happens, and when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children—black men and white men, Jews and Gentiles, Protestants and Catholics—will be able to join hands and sing in the words of the old Negro spiritual, "Free at last. Free at last. Thank God Almighty, we are free at last."

Discussion Questions

1. What does Dr. King mean when he says he has a dream that the nation "will live out the true meaning of its creed"?
2. What criticisms does King level at American society?
3. Do you think that King's dream has been fulfilled? Explain your response.

RETEACHING ACTIVITY *Triumph of a Crusade***Summarizing**

Complete the chart below by explaining how each of the entries promoted the cause of rights and greater equality for African Americans.

Occurrence	Significance
Freedom rides	
March on Birmingham	
Civil Rights Act of 1964	
24th Amendment	
March on Selma	
Voting Rights Act of 1965	

CHAPTER
21
Section 3

GUIDED READING

*Challenges and Changes
in the Movement*

A. As you read this section, make notes to answer the questions.

1. What is the main difference between de facto and de jure segregation?			
2. How did the ideas of SNCC differ from those of the Nation of Islam?			
3. How did the early views of Malcolm X differ from his later ideas?			
4. What changes took place in Stokely Carmichael's membership in civil rights organizations?			
5. How did the ideas of SNCC differ from those of the Black Panthers?			
6. What gains were made by the civil rights and Black Power movements? Identify four.			
a.	b.	c.	d.

B. On the back of this paper, briefly explain what changes or reforms each of the following called for: Black Power, the Kerner Commission, and the Civil Rights Act of 1968.