#### LEARNING OBJECTIVES

#### Knowledge:

- identify and describe the historical causes and effects of the civil rights movement
- describe the key events in the history of the civil rights movement
- analyze the actions taken by significant individuals and important organizations
- analyze the goals of the civil rights movement and how those goals changed over time
- identify the legacy of the civil rights movement in the United States

#### Skills:

- assess the effectiveness of actions taken by significant individuals and organizations within the civil rights movement
- · evaluate the legacy of the civil rights movement
- analyze multiple primary sources to better understand the consequences of discrimination and segregation on the lives of African Americans
- investigate the roles and contributions of key civil rights activists by analyzing primary sources to learn more about the goals and actions of these activists in their own words

#### SUGGESTED PACING GUIDE

	LESSONS	DAYS	PLANNER PAGE
01	INTRODUCTION Introducing the Civil Rights Movement	1	641D
02	INQUIRY ACTIVITY Understanding Multiple Perspectives About Discrimination and Segregation	2	641E
	COMPELLING QUESTION: How did discrimination affect the daily life of African Americans before the civil rights movement?		
03	LEARN THE EVENTS The Civil Rights Movement Begins	1	641F
04	LEARN THE EVENTS Challenging Segregation	1	641G

	LESSONS	DAYS	PLANNER PAGE
05	<ul> <li>INQUIRY ACTIVITY</li> <li>Analyzing Sources: Civil Rights Movement Activists</li> <li>COMPELLING QUESTION: How did activists move the civil rights movement forward?</li> </ul>	2	641H
06	LEARN THE EVENTS The Civil Rights Movement Continues	1	6411
07	REVIEW AND APPLY Reviewing the Civil Rights Movement	1	641J
	TOTAL TIME	9	

#### Key for Using the Teacher Edition

#### Differentiation

All activities are written for the on-level student unless otherwise marked with the leveled labels below.

**BL** Beyond Level

AL Approaching Level

**EIII** English Language Learners

#### **Flexible Grouping Options**

Each activity includes a suggestion for how to group students.

**INDIVIDUAL** Independent Activity

SMALL GROUP Pairs or Small Group Activity

WHOLE CLASS Whole Class Activity

#### **Digital Learning**

Online activities, including interactive learning activities and digital worksheets, are identified by GOONLINE.

#### Time on Task

Each activity includes a suggested amount of time it will take to complete. XX MIN

#### Assessment

A variety of assessments are available to help you evaluate student learning. Print assessments can be copied and distributed to students, while digital assessments are available online. Digital assessments offer automatic grading on multiplechoice, true/false, matching, and fill-in-the-blank questions. Digital test banks allow you to select individual questions and write new questions in order to create a customized assessment.

#### **Formative Assessment Options**

- Preassessment
- Student Edition Lesson Activities
- SmartBook Adaptive Learning
- Self-Check Lesson Quizzes
- Inquiry Journal

#### **Formative Assessment Options**

- Lesson Quizzes 2-6
- Topic Tests, Forms A and B
- Hands-On Topic Project

### **Project-Based Learning**

Project-Based Learning (PBL) encourages students to work collaboratively and develop communication skills that are used to face real-world challenges and provide opportunities for students to develop Social and Emotional Learning (SEL) skills.

#### **GO ONLINE** Hands-On Topic Project

**Desegregation's Unintended Consequences** Students will research the impact of the Civil Rights Act of 1964 on African American-owned businesses. Students will conduct research to discover that a variety of African American-owned restaurants, motels, and other businesses experienced a growing decline in patronage and economic success once legal segregations were removed in the 1960s and 1970s. Students should be able to gain awareness of the consequences of these economic changes and use their research to formulate an opinion on the intended good changes and unintended consequences of this dramatic social and economic alteration. SMALL GROUP 90 MIN

### **Spanish Resources**

Spanish online resources include the Student Edition eBook, Inquiry Journal, online assessments, and closed captioning for videos. For additional purchase, the print Student Edition, print Inquiry Journal, and print Topic Tests and Lesson Quizzes are available in Spanish.

### **Inquiry Journal**

The Inquiry Journal is a Student Worktext that provides primary and secondary sources and inquiry tools to help students explore a compelling question. There is a guided inquiry activity that aligns to each topic of the Student Edition.

Topic Inquiry: The March on Washington for Jobs and Freedom

#### **Q** COMPELLING QUESTION:

Was the March on Washington for Jobs and Freedom a turning point in the struggle for civil rights?

Supporting Questions are related to the Compelling Question and should help students focus on facts and content needed to answer the Compelling Question. Sample Supporting Questions for this Inquiry include:

- Why did civil rights leaders organize the March on Washington?
- What happened during the March on Washington?
- How did the March on Washington affect activists, officials, and other citizens?

#### Excerpts from the following sources are included:

PRIMARY SOURCE A: PHOTOGRAPH Crowd on the National Mall, Bruce Davidson, August 28, 1963

PRIMARY SOURCE B: PROGRAM MANUAL Final Plans for the March on Washington for Jobs and Freedom, August 28, 1963

PRIMARY SOURCE C: AUDIO TRANSCRIPT The "I Have a Dream" Speech, Dr. Martin Luther King, Jr., at The March on Washington for Jobs and Freedom, August 28, 1963

PRIMARY SOURCE D: NEWSPAPER ARTICLE "3 1/2-Year-Old Protest Movement Comes of Age in Capital Rally," the New York Times, Claude Sitton, August 29, 1963

PRIMARY SOURCE E: LETTER "Letter to the Chairmen of the March on Washington," Bayard Rustin, September 27, 1963

PRIMARY SOURCE F: SPEECH "The Negro Woman in the Quest for Equality," Pauli Murray, 1964, an excerpt from Public Women, Public Words: A Documentary History of American Feminism, Volume III: 1960 to the Present, 2002

SECONDARY SOURCE G: ESSAY "Remembering the March," Taylor Branch, August 13, 2013

**SECONDARY SOURCE H:** BOOK The Black Presidency: Barack Obama and the Politics of Race in America, Michael Eric Dyson, 2016

### **Strategies for Differentiated Instruction**

#### **APPROACHING LEVEL STRATEGIES**

#### **READING SUPPORT**

Reading Closely to Understand Adjectives
Discuss with students what adjectives are and
what they do: they are words or phrases that
describe or give more information about nouns.
They can be about color, size, texture, taste,
sound, smell, shape, or number. Ask: What are
some adjectives that can describe where you
learn? (clean, disorganized, bright, spacious, dusty,
etc.) Next, ask student volunteers to take turns
reading aloud a paragraph from this topic. Instruct
students to raise their hands each time they think
an adjective has been read. Once the paragraph is
read, go through it with students and identify the
adjectives together, identifying which nouns they
describe or give more information about.

#### **WRITING SUPPORT**

**Narrative Writing About Civil Rights Figures** Before beginning the writing assignment, discuss with students the features of narrative writing: characters, conflict, plot, and setting. Each student selects one figure from the civil rights movement that is mentioned in this topic. Students are to write a one-page narration of an incident from their chosen figures' lives. Depending on whom they have chosen, additional research might be necessary. Once students have completed their writing, they swap papers with a partner and identify their partner's characters, conflicts, plots, and settings. Allow students to revise their work before turning it in to you. You can use the Narrative Writing rubric, available in your online course, to evaluate students' work.

#### HISTORICAL THINKING SUPPORT

Comparing and Contrasting Civil Rights Court Cases Provide students with copies of the Venn Diagram Graphic Organizer, available in your online course, or have students create their own Venn diagram. Review with students how to use this type of graphic organizer to compare and contrast things, events, ideas, or people. Divide students into small groups. Each group selects two court cases from this topic to compare. All members of a group should fill in their graphic organizers as they discuss the cases' similarities and differences. Once groups have finished their discussions, come back together as a class and ask one group to share their findings and organizers with the rest of the class.

#### **ENGLISH LEARNER STRATEGIES**

#### **READING SUPPORT**

**Reading Closely to Understand Prepositions** Display a list of common prepositions during this activity. Discuss what prepositions are and what they do: words or phrases used to show direction, time, or location. They also connect verbs with direct and indirect objects. Use an example sentence such as "I dropped the textbook on my foot and broke a toe because the book was so heavy," and point out the preposition and its function (in this example sentence, on shows location). Next, ask student volunteers to take turns reading aloud a paragraph from this topic. Instruct students to raise their hands each time they think a preposition has been read. Once the paragraph is read, go through it with students and identify the prepositions together, identifying what they show (direction, time, location, direct or

#### **WRITING SUPPORT**

**Narrative Writing About Civil Disobedience** Review with students the idea of civil disobedience: not obeying a law with the goal of making the government change the law or take a specific action. Next, share the characteristics of narrative writing: characters, conflict, plot, and setting. Ask students to think of a time that they engaged in civil disobedience, or an occasion of civil disobedience that they have read about, and to write an informal narrative journal entry about that occasion. (Students can substitute their families, schools, or bosses for the government when identifying their own civil disobedience involvement.) Once students have finished writing, ask them to identify their characters with one color of underlining, conflict with another color of underlining, and so on. If they are missing a color, they are to revise their work to include the missing element.

#### SPEAKING AND LISTENING SUPPORT

Interviewing a Classmate About Rights Lead students in a discussion about interviews, including the purpose of an interview. Tell students that they will interview a partner about rights: which ones they value most, if they believe their rights have ever been violated, if they are involved in any rights movements, etc. Together, write a list of questions they can ask their partners, but remind them that they can ask other questions as well, provided that they are on topic. Ask students to take notes on their partners' answers to the questions and to turn their notes in when they conclude their interviews.

#### **BEYOND LEVEL STRATEGIES**

indirect objects).

#### **SPEAKING AND LISTENING EXTENSION**

**Delivering a Digital Presentation About the Civil Rights Movement** Divide students into small groups. Each group conducts research online to find footage of an event from the civil rights movement. (Prepare students that some of the footage they come across might contain violence.) Groups may choose major events, such as school integration in Little Rock, or less famous events like a local lunch counter sit-in. Groups select footage and create a short presentation with digital slides about the event: when and where it took place, who was involved, and why they chose this specific event. As part of their presentations, groups share a brief clip (30 seconds to one minute) of the footage. To assess groups' work, you can adapt the Collaborative Group Project rubric, available in your online course.

#### WRITING EXTENSION

Argumentative Writing About a Civil Rights
Case Each student selects a court case discussed in this topic. (Do not allow students to select Brown v. Board of Education, though they can choose any of the cases that led up to it or were part of the Supreme Court's decision on it.)
Outside research will likely be necessary for students to understand the details of the cases they have chosen. Students then write an argumentative piece of at least one detailed paragraph about the impact their case had on the civil rights movement specifically and the United States at large. To assess students' work, use the Argumentative Writing rubric, available in your online course.

#### HISTORICAL THINKING EXTENSION

Comparing and Contrasting Rights

Movements Divide students into small groups. Assign a rights movement to each group (for example, LGBTQ+, Latino, Asian, women, immigrants, etc.). Each group compares their assigned movement with the civil rights movement as discussed in this topic. Students are not likely to be as familiar with the assigned movements as they are with the civil rights movement, so allow them to use the Internet and print sources to inform their discussions. Groups can look at when the movements began, who led or leads them, and their accomplishments. Provide each group with the Venn Diagram Graphic Organizer, available in your online course, to help students organize their thinking and discussion.

# Introducing the Civil Rights Movement

#### LEARNING OBJECTIVES

#### Knowledge:

- describe the story of Rosa Parks's refusal to give up her seat for a white bus patron as a catalyst for the beginning of the Montgomery bus boycott and the modern civil rights movement
- explain the legacy of segregation, discrimination, and racial violence as a catalyst for the modern civil rights movement
- summarize examples of African American activism to end segregation and discrimination prior to the modern civil rights movement
- describe the racial violence experienced by African Americans prior to the modern civil rights movement

#### Skills:

- analyze photographs showing images of segregation and the civil rights movement
- analyze the map showing state by state legalization of segregation to evaluate the geographic patterns of segregation
- analyze the time line of the civil rights movement to identify the events that led to the desegregation of education

### **CUSTOMIZABLE LESSON OPTIONS**

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

#### √ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
<b>ENGAGE</b> pp. 642–643			
✓ Speculating About Boycotts	Н	5 min	Whole Class
Presenting an Advertisement for Highlander Folk School	SL	30 min	Small Group
Reading and Writing Essentials AL ELL		20 min	Individual
SEL Self-Awareness: Recognizing Strengths		10 min	Small Group
✓ Determining Context of a Photograph	Н	20 min	Small Group
Describing Civil Rights	Н	10 min	Small Group
English Learners Scaffold: Reading Closely		15 min	Whole Class
ACTIVATE PRIOR KNOWLEDGE pp. 644–645			
☐ Informative Writing About Segregation in Your Area	W	25 min	Individual
Summarizing Information About Historically Black Colleges and Universities (HBCUs)	R	35 min	Individual

KEY:		
<b>C</b> Civics	R Reading	<b>BL</b> Beyond Level
<b>E</b> Economics	SL Speaking and	<b>AL</b> Approaching Level
<b>G</b> Geography	Listening	<b>ELL</b> English Language
H Historical Thinking	w Writing	Learners

Title	Skill	Pacing	Grouping
ACTIVATE PRIOR KNOWLEDGE continued			
■ GO ONLINE Hands-On Topic Project:  Desegregation's Unintended Consequences		90 min	Small Group
✓ Using Maps from Different Time Periods	G	15 min	Whole Class
✓ Making Inferences About Segregation	Н	5 min	Whole Class
PREVIEW THE LEARNING p. 646			
Active Classroom Activity: Making a Poster About "I Have a Dream"		35 min	Small Group
Oigital Option: Creating a Digital Poster		35 min	Small Group
Special Needs Activity: Working Memory Deficit		15 min	Individual
☐ SGO ONLINE Review & Apply Activity		20 min	Individual
Culturally Responsive Connections: Points to Consider			

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

#### For Remediation and Intervention

- Reading and Writing Essentials
- Review & Apply Activity

#### For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

#### For Students With Special Needs

 An audio read in the Student Edition eBook

#### For Enrichment

• Hands-On Topic Project

### Understanding Multiple Perspectives About Discrimination and Segregation

#### **?** COMPELLING QUESTION:

How did discrimination affect the daily lives of African Americans before the civil rights movement?

#### LEARNING OBJECTIVES

#### Knowledge:

- identify and explain the conditions created by segregation and the discrimination faced by African Americans in the United States before the civil rights movement as described by various sources
- identify early examples of activism against discrimination and segregation described in the sources

#### Skills:

- analyze the different sources to identify different perspectives while evaluating credibility and bias of the sources
- synthesize information from visual sources including a map and photographs to identify the impact of discrimination on the lives of African Americans
- gather relevant information from multiple sources to construct developing questions about the consequences of discrimination and segregation on the lives of African Americans
- develop plans to address issues of injustice and activism by formally contacting elected officials in writing

### **CUSTOMIZABLE LESSON OPTIONS**

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

#### √ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
LAUNCHING THE INQUIRY p. 647			
<ul> <li>Determining Context of the Pre-Civil Rights Era</li> </ul>	Н	20 min	Small Group
✓ Understanding Laws During the Jim Crow Era	С	10 min	Whole Class
GUIDING THE INQUIRY pp. 647–651			
Exploring Southern Jim Crow States	G	15 min	Small Group
<ul> <li>Delivering a Digital Presentation About Inequality of Jim Crow Laws</li> </ul>	SL	25 min	Small Group
Explanatory Writing About Segregation in the Workplace During World War II	W	15 min	Individual
SEL Responsible Decision-Making: Understanding Consequences of Jim Crow		5 min	Whole Class
<ul><li>Analyzing Primary Sources About Segregation</li></ul>	Н	20 min	Individual
Differentiate the Activity  Analyzing Primary Sources About Segregation AL		20 min	Individual
Reading Closely About Examples of Segregation	R	20 min	Small Group
Active Classroom Activity: Gallery Walk		45 min	Whole Class
☐ English Learners Scaffold: Close Reading and Writing About Primary Sources ■■		15 min	Small Group

KEY:		
<b>C</b> Civics	R Reading	<b>BL</b> Beyond Level
<b>E</b> Economics	SL Speaking and	<b>AL</b> Approaching Level
<b>G</b> Geography	Listening	<b>ELL</b> English Language
H Historical Thinking	w Writing	Learners

Title	Skill	Pacing	Grouping
GUIDING THE INQUIRY continued			
<ul> <li>Contrasting Life for White and African American Students</li> </ul>	Н	15 min	Whole Class
Digital Option: Blog About Educational Inequity		30 min	Small Group
☐ Comparing Perspectives on Civil Rights	Н	15 min	Small Group
Special Needs Strategy: Autism Spectrum			
Culturally Responsive Connections: African American Athletes Protest at the 1968 Olympics		20 min	Whole Class
Summarizing Inequality in "Separate but Equal"	Н	15 min	Small Group
Differentiate the Activity			
Summarizing Inequality in "Separate but Equal" BL		25 min	Small Group
Analyzing Events in Protest of Lynching	R	15 min	Small Group
REVIEW p. 652			
✓ Comparing Travel Restrictions for African Americans	Н	20 min	Small Group
Reading and Writing Essentials AL ELL		20 min	Individual
ASSESS p. 652			
■ GO ONLINE Lesson 2 Quiz		20 min	Individual

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

#### For Remediation and Intervention

• Reading and Writing Essentials

#### For English Language Learners

- · English Learners Scaffold
- Reading and Writing Essentials

#### For Students With Special Needs

 An audio read in the Student Edition eBook

#### For Enrichment

• Differentiate the Activity suggestions for Beyond Level

# The Civil Rights Movement Begins

#### LEARNING OBJECTIVES

#### Knowledge:

- identify the purpose and the legacy of the NAACP and its longstanding legal battle to end segregation, including the landmark Brown v. Board of Education decision
- analyze the impact of World War II on the African American struggle for equality and civil rights
- describe the violent Southern response to federal school desegregation and African American activism
- analyze the causes and effects of the federal government's response to Southern resistance, including President Eisenhower's use of federal troops to enforce school desegregation and the passage of the Civil Rights Act of 1957
- describe the impact of the Montgomery bus boycott, the sit-in protests, and the Freedom Rides on challenging segregation in public accommodations

#### Skills:

- analyze the opinion and precedent set by the Supreme Court's decision in *Brown* v. *Board of Education* (1954)
- analyze photographs showing different strategies of the civil rights movement and the responses to the activism
- analyze the outcome and the impact of Emmett Till's murder as a catalyst for the African American fight for equality and justice

### **CUSTOMIZABLE LESSON OPTIONS**

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

#### √ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 653			
✓ SEL Social Awareness: Building Empathy		10 min	Whole Class
Differentiate the Activity_ Interpreting Twentieth-Century Events AL		15 min	Individual
<b>TEACH</b> pp. 653–657			
☐ GO ONLINE Guided Reading Activity AL		20 min	Individual
✓ Civic Participation and the NAACP	С	20 min	Individual
<ul> <li>Active Classroom Activity: Making a Cause and Effect Poster</li> </ul>		45 min	Small Group
Informative Writing on the Impact of Brown v. Board of Education	W	45 min	Individual
<ul><li>English Learners Scaffold:</li><li>Understanding Details of Brown v. Board of Education</li></ul>		40 min	Individual
Essentials AL ELL		20 min	Individual
Global Connections: Dr. Martin Luther King, Jr.'s Impact Around the World		45 min	Individual
<ul> <li>Culturally Responsive Connections:</li> <li>Marginalized Voices Within the Civil Rights</li> <li>Movement</li> </ul>		20 min	Whole Class

KEY:		
<b>C</b> Civics	R Reading	<b>BL</b> Beyond Level
<b>E</b> Economics	SL Speaking and	<b>AL</b> Approaching Level
<b>G</b> Geography	Listening	<b>EIII</b> English Language
H Historical Thinking	w Writing	Learners

Title	Skill	Pacing	Grouping
TEACH continued			
☐ Interpreting Little Rock and Emmett Till	Н	25 min	Whole Class
Digital Option: Creating a Podcast		45 min	Small Group
<ul> <li>Identifying Effects of Civil Rights Organizations</li> </ul>	Н	45 min	Small Group
☐ Identifying Themes of the Civil Rights Era	Н	45 min	Small Group
☐ S GO ONLINE  History & Geography Activity: The Freedom Riders BL		20 min	Individual
REVIEW p. 658			
■ GO ONLINE Video and Video Response Activity: The Freedom Rides		23 min	Individual
Special Needs Strategy: Dysgraphia			
■ GO ONLINE Review & Apply Activity		20 min	Individual
▼ Self Check Quiz		15 min	Individual
ASSESS p. 658			
■ GO ONLINE / Lesson 3 Quiz		20 min	Individual

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

#### For Remediation and Intervention

- Reading and Writing Essentials
- Review & Apply Activity
- · Guided Reading Activity

#### For English Language Learners

- · English Learners Scaffold
- Reading and Writing Essentials

#### For Students With Special Needs

- An audio read in the Student Edition eBook
- Guided Reading Activity
- Closed Captioning for videos in English and Spanish

#### For Enrichment

- · History & Geography Activity
- Differentiate the Activity suggestions for Beyond Level

# Challenging Segregation

#### LEARNING OBJECTIVES

#### Knowledge:

- identify and explain the causes and effects of the Civil Rights Act of 1964 and the Voting Rights Act of 1965
- describe the impact of the Birmingham Campaign on both public opinion and the Kennedy administration
- explain the goals and outcomes of the March on Washington in 1963
- describe the Selma March and its impact on the goals of the civil rights movement
- describe the legislative process resulting in the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including strategies used to delay the bills and challenge their constitutionality

#### Skills:

- analyze photographs of the civil rights movement to identify both strategies of and responses to non-violent activism
- analyze the map to identify the impact of voter registration drives and the 1965 Voting Rights Act on voter registration among African Americans

### **CUSTOMIZABLE LESSON OPTIONS**

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

### √ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 659			
✓ Determining Context for Challenging Segregation	Н	10 min	Small Group
<b>TEACH</b> pp. 659–664			
<ul><li>Culturally Responsive Connections: Protests Met with Violence</li></ul>		20 min	Whole Class
Special Needs Activity: Processing Speed Deficit		20 min	Individual
Guided Reading Activity AL		20 min	Individual
✓ Identifying Cause and Effect of the Birmingham Campaign	Н	5 min	Whole Class
☐ Analyzing Change with a Time Line	Н	20 min	Individual
Digital Option: Multimedia Time Line		40 min	Individual
☐ English Learners Scaffold: Summarizing Kennedy's Actions ■■		10 min	Small Group
✓ Civic Participation to Prompt Legislative Change	С	5 min	Whole Class
✓ Listening to a Speech	SL	10 min	Whole Class
☐ Narrative Writing About Civil Rights	W	25 min	Individual
Differentiate the Activity			
Integrating Information About Political Process BL		40 min	Individual

KEY:		
<b>C</b> Civics	R Reading	BL Beyond Level
<b>E</b> Economics	SL Speaking and	<b>AL</b> Approaching Level
<b>G</b> Geography	Listening	<b>ELL</b> English Language
H Historical Thinking	w Writing	Learners

Title	Skill	Pacing	Grouping
TEACH continued			
Understanding Laws and Legislative Process		5 min	Whole Class
Active Classroom Activity: Snowball Discussion		30 min	Small Group
■ GO ONLINE History & Civics Activity: The Civil Rights Act of 1964 BL	С	20 min	Individual
Understanding Laws Related to Civil Rights	С	15 min	Small Group
☐ Identifying Effects of Civil Rights Legislation	Н	5 min	Whole Class
<b>▼</b> Evaluating the Twenty-fourth Amendment	R	10 min	Small Group
Differentiate the Activity Contrasting Legislation AL		5 min	Small Group
SEL Relationship Skills: Teamwork		15 min	Small Group
Using Maps About Voter Registration Trends		20 min	Small Group
REVIEW p. 664			
Analyzing Change from the Civil Rights Movement		5 min	Whole Class
☐ SGO ONLINE Review & Apply Activity		20 min	Individual
ASSESS p. 664			
☐ SGO ONLINE Lesson 4 Quiz		20 min	Individual

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

#### For Remediation and Intervention

- Reading and Writing Essentials
- · Review & Apply Activity
- Guided Reading Activity

#### For English Language Learners

- English Learners Scaffold
- · Reading and Writing Essentials

#### For Students With Special Needs

- An audio read in the Student Edition eBook
- Guided Reading Activity

#### For Enrichment

- History & Civics Activity
- Differentiate the Activity suggestions for Beyond Level

#### **LESSON 05 · INQUIRY ACTIVITY PLANNER**

### Analyzing Sources: Civil Rights Movement Activists

### **?** COMPELLING QUESTION:

How did activists move the civil rights movement forward?

#### LEARNING OBJECTIVES

#### Knowledge:

- explain the goals, strategies, and outcomes of the civil rights movement as described by different participants
- analyze the influence of organizational rules and philosophy on the different factions of the movement

#### Skills:

- analyze the sources to identify different perspectives while evaluating credibility and bias of the sources
- gather relevant information from multiple sources to construct developing questions about how activists worked to move the modern civil rights movement forward
- apply strategies to make decisions about global issues and develop plans to address the value of teaching and using nonviolence in activism

### **CUSTOMIZABLE LESSON OPTIONS**

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

### √ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
LAUNCHING THE INQUIRY p. 665			
✓ Describing Movements for Social Justice	Н	10 min	Whole Class
GUIDING THE INQUIRY pp. 665–670			
✓ Identifying Activists and Actions	Н	10 min	Whole Class
<ul> <li>Analyzing Primary Sources to Develop Context</li> </ul>	Н	5 min	Whole Class
☐ Informative Writing About the Civil Rights	W	90 min	Individual
Digital Option: Creating a Podcast		90 min	Individual
Evaluating Arguments by Civil Rights Activists		15 min	Small Group
<ul> <li>Making Connections to Today: Describing Nonviolent Protest</li> </ul>		90 min	Small Group
Making Generalizations About Civil Rights Activists		5 min	Whole Class
English Learners Scaffold: Analyzing Primary Sources		15 min	Small Group
SEL: Self-Management: Developing Self-Discipline		10 min	Whole Class
Comparing and Contrasting Primary Sources	R	20 min	Small Group
Active Classroom Activity: Question Card Pass		30 min	Small Group

KEY:		
<b>C</b> Civics	R Reading	<b>BL</b> Beyond Level
<b>E</b> Economics	SL Speaking and	AL Approaching Level
<b>G</b> Geography	Listening	<b>E</b> English Language
H Historical Thinking	w Writing	Learners

Title	Skill	Pacing	Grouping
GUIDING THE INQUIRY continued			
✓ Describing Historical Actors	Н	5 min	Whole Class
Gathering Evidence About Civil Rights Activists		10 min	Individual
Differentiate the Activity Informative Writing About Civil Rights Activists BL		60 min	Individual
<b>✓</b> Making Inferences from Photographs		5 min	Whole Class
Evaluating Claims About a Primary Source		30 min	Small Group
REVIEW p. 670			
✓ Integrating Information About Civil Rights Activists	w	15 min	Individual
Differentiate the Activity			
Using Evidence to Write About Civil Rights Activists AL		15 min	Individual
<ul><li>Special Needs Strategy: Language Processing Deficits</li></ul>			
■ GO ONLINE / Reading and Writing Essentials AL ELL		20 min	Individual
ASSESS p. 670			
■ GO ONLINE / Lesson 5 Quiz		20 min	Individual

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

#### For Remediation and Intervention

• Reading and Writing Essentials

#### For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

#### For Students With Special Needs

 An audio read in the Student Edition eBook

#### For Enrichment

 Differentiate the Activity suggestions for Beyond Level

# The Civil Rights Movement Continues

#### LEARNING OBJECTIVES

#### Knowledge:

- identify African American challenges outside the South that were studie by the Kerner Commission and led to protests
- describe the goals of the Poor People's Campaign and Dr. Martin Luther King, Jr.'s, changing focus to the economic problems of African Americans
- explain the shift in philosophy that led to the development of the Black Power movement and formation of the Black Panther Party during the late 1960s
- describe the impact on the civil rights movement of Dr. Martin Luther King, Jr.'s, assassination
- describe the outcomes of the movement to increase equal access to education through busing and affirmative action, including the progression of the legal status of both based on the Supreme Court's interpretations of the laws

#### Skills:

- analyze the opinion and precedent set by the Supreme Court's decision in Heart of Atlanta Motel, Inc. v. United States (1964)
- compare and contrast the goals and changing philosophies of civil rights organizations including SCLC, SNCC, CORE, the Nation of Islam, and the Black Panther Party

#### **CUSTOMIZABLE LESSON OPTIONS**

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

#### √ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 671			
✓ Analyzing Experiences of African Americans	R	15 min	Individual
Summarizing the Watts Riot	Н	20 min	Small Group
<b>TEACH</b> pp. 671–675			
☐ Analyzing Primary Sources	Н	30 min	Whole Class
Gathering Evidence About an Issue	W	10 min	Individual
Special Needs Activity: ADHD		10 min	Individual
SEL Self-Awareness: Recognizing Strengths		10 min	Individual
Reading and Writing Essentials AL ELL		20 min	Individual
Evaluating Opposing Arguments		15 min	Small Group
■ GO ONLINE History & Economics Activity: The Free Breakfast for Children Program BL		20 min	Individual
Understanding Malcolm X	R	50 min	Small Group
Digital Option: Creating a Time Line		50 min	Small Group
Guided Reading Activity AL		20 min	Individual
English Learners Scaffold: Analyzing a Photograph		15 min	Small Group

KEY:		
<b>C</b> Civics	R Reading	<b>BL</b> Beyond Level
<b>E</b> Economics	SL Speaking and	<b>AL</b> Approaching Level
<b>G</b> Geography	Listening	<b>E</b> English Language
H Historical Thinking	w Writing	Learners

Title	Skill	Pacing	Grouping
TEACH continued			
✓ Analyzing the Black Power Movement	Н	10 min	Whole Class
Differentiate the Activity Identifying Details for Analysis AL		10 min	Whole Class
Evaluating Leadership	Н	10 min	Whole Class
Reading About the Civil Rights Act of 1968	R	10 min	Whole Class
Economic Reasoning About School Funding	Е	10 min	Whole Class
Analyzing the Bakke Case	R	10 min	Whole Class
Differentiate the Activity  Analyzing the Bakke Case BL		10 min	Whole Class
Active Classroom Activity: Debating the Government's Reaction to Affirmative Action		50 min	Small Group
REVIEW p. 676			
▼ SGO ONLINE Review & Apply Activity		20 min	Individual
☐ Informative Writing About a Political Leader	W	45 min	Individual
■ GO ONLINE / Self-Check Quiz		15 min	Individual
ASSESS p. 676			
☐ GO ONLINE / Lesson 6 Quiz		20 min	Individual

#### **DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

#### For Remediation and Intervention

- Reading and Writing Essentials
- Review & Apply Activity
- Guided Reading Activity

#### For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

#### For Students With Special Needs

- An audio read in the Student Edition eBook
- Guided Reading Activity

#### For Enrichment

- · History & Economics Activity
- Differentiate the Activity suggestions for Beyond Level

#### LEARNING OBJECTIVES

#### Knowledge:

- identify and describe the historical causes and effects of the civil rights movement
- describe the key events in the history of the civil rights movement
- analyze the actions taken by significant individuals and important organizations
- analyze the goals of the civil rights movement and how they changed over time
- identify the legacy of the civil rights movement

#### Skills:

- analyze graphs showing the impact of the Voting Rights Act of 1965 on African American voter registration
- analyze the political cartoon and its message about 1967
- · compare the different perspectives of the civil rights movement
- · evaluate how music of the era reflects the civil rights movement
- analyze President Obama's speech and identify the significance of "Bloody Sunday" and the civil rights movement as connected to the United States today

### **CUSTOMIZABLE LESSON OPTIONS**

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

### √ 45-minute lesson plan example

Title	Skill	Pacing	Grouping
<b>REVIEW</b> pp. 677–678			
☐ SGO ONLINE Vocabulary Activity		20 min	Individual
✓ Describing How Southern States Resisted Integration	Н	5 min	Whole Class
<ul> <li>Analyzing the Effectiveness of Montgomery Bus Boycott</li> </ul>	SL	30 min	Small Group
Differentiate the Activity			
Delivering a Presentation About the Montgomery Bus Boycott		40 min	Individual
✓ Analyzing the Power of Words and Images		20 min	Individual
✓ Understanding How Segregationists Stalled Legislation	С	5 min	Whole Class
Writing a Narrative of a 1968 Event W 45 min Indiv		Individual	
SEL Social Awareness: Appreciating Diversity in the Civil Rights Movement	'' 9   15 min   Whole		Whole Class
English Learners Scaffold: Explaining the Civil Rights Era		15 min	Individual
<b>APPLY</b> pp. 679–680			
Activity A: Understanding Chronology		20 min	Small Group
Differentiate the Activity Visual History All		Small Group	

KEY:		
<b>c</b> Civics	R Reading	<b>BL</b> Beyond Level
<b>E</b> Economics	SL Speaking and	<b>AL</b> Approaching Level
<b>G</b> Geography	Listening	<b>ELL</b> English Language
H Historical Thinking	w Writing	Learners

Title		Pacing	Grouping
APPLY continued			
Special Needs Strategy: Visual Impairment			
Activity B: Understanding Multiple Perspectives		45 min	Individual
Differentiate the Activity			
Creating a Time Line of a Prominent Activist		30 min	Individual
✓ Activity C: Connecting to Music		15 min	Whole Class
Differentiate the Activity		25 min	Small Group
Updating a Civil Rights Song BL		25 111111	Siliali Group
Activity D: Making Connections to Today		30 min	Individual
Differentiate the Activity			
Understanding Supreme Court Rulings on Civil Rights BL		40 min	Individual
ASSESS p. 680			
☐ SGO ONLINE / Topic Tests, Forms A and B		30 min	Individual
REMEDIATE p. 680			
Reteaching Activity AL		20 min	Individual

**DIFFERENTIATION** Organize the lesson resources to differentiate your instruction.

#### For Remediation and Intervention

- Vocabulary Activity
- · Reteaching Activity

#### For English Language Learners

Vocabulary Activity

#### For Students With Special Needs

 An audio read in the Student Edition eBook

#### For Enrichment

 Differentiate the Activity suggestions for Beyond Level



TOPIC

# The Civil Rights Movement 1954–1978

Protesters march in support of civil rights at the March on Washington in 1963.

#### **INTRODUCTION LESSON**

01

Introducing the Civil Rights Movement

642

#### **LEARN THE EVENTS LESSONS**

- 03 The Civil Rights Movement Begins 653
- O4 Challenging Segregation 659
- The Civil Rights Movement
  Continues 671

#### **INQUIRY ACTIVITY LESSONS**

2 Understanding Multiple Perspectives About Discrimination and Segregation

647

O5 Analyzing Sources: Civil Rights
Movement Activists

665

#### **REVIEW AND APPLY LESSON**

07

Reviewing the Civil Rights Movement

677

#### **LESSON 01 • INTRODUCTION**

### Introducing the Civil Rights Movement

#### **ENGAGE**

#### HISTORICAL THINKING SKILLS

Speculating About Boycotts Point out to students that the Montgomery bus boycott was a carefully planned movement that targeted an important part of the city's economy, with a loss of between 30,000 and 40,000 fares per day at a price of 10 cents per fare, for a total loss of \$3,000 to \$4,000 per day. Ask: If we needed to hold a boycott in our community, what area of the economy do you think would increase the odds of success? (public transit, shopping at certain stores or going to certain restaurants, attendance at city-supported sports or entertainment events) WHOLE CLASS 5 MIN

#### SPEAKING AND LISTENING SKILLS

Presenting an Advertisement for Highlander Folk School Divide students into small groups. Each group creates a radio or podcast advertisement for Highlander Folk School. It can be no more than 30 seconds and should promote modern activist movements. Groups will need to conduct research to help them in their advertisement creation. The advertisement should highlight the school's history to persuade listeners to learn more about the school. Tell each group it will perform its advertisement for the class. You can adapt the Advertisement rubric, available in your online course, to assess students' work. SMALL GROUP 30 MIN

#### Reading and Writing Essentials

Introducing the Civil Rights Movement This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content. AL ELL INDIVIDUAL 20 MIN

#### **Predictable Misunderstandings**

Rosa Parks and Civil Disobedience Students likely learned a simplified version—what the NAACP calls "folkloric"—of Rosa Parks's story in a previous school year. Parks was already experienced in civil disobedience. Defying segregation rules on public transportation was not new for her. In addition, she had been the secretary of the NAACP's Montgomery chapter since 1943 and was the leader of the local youth branch.

01

Introducing the Civil Rights Movement

## **ROSA PARKS** TAKES A STAND

On December 1, 1955, Rosa Parks left her job as a tailor's assistant in Montgomery, Alabama, and boarded a city bus to go home

Buses were segregated in most Southern cities. If no whites were on the bus. African Americans could sit in the middle and front, but they were forced to move to the back if there were no seats available for white people at the front of the bus. In Montgomery, could be forced to give up their seat in the segregated section if the bus was full.

The bus grew crowded. When the bus driver noticed a white man standing at the front of the bus, he told Parks and three other African Americans in her row to get up and let the white man sit down Nobody moved. The driver Nobody moved. The drive cautioned them, "Y'all better make it light on yourselves and let me have those seats." The other three African Americans moved, but Parks did not. She was tired of giving in to the system of segregation that treated her and other African Americans as second class citizens over 70 years after the end of the Civil War.

She had many years of experience as an activist resisting segregation, including le resistance techniques from the Highlander Folk School in Tennessee. Her action was one of many instances of citizens fighting back against inequali discrimination during the civil rights movement.

The bus driver called the city police, who arrested Parks and took her to jail. News of her arrest soon reached E.D. Nixon, a former president of the local chapter of the National Association for the Advancement of Colored People (NAACP).

Nixon had long wanted to challenge bus segregation laws in court, and he told Rosa Parks, "With your permission we can break down segregation on the bus with your case."

Parks told Nixon: "If you think it will mean something along with it.'

The details of this incident might seem surprising to some people today. A bus driver demands that a woman give up her seat on a bus to a man who boarded the bus after her. When she refuses, not only is she publicly shamed by the bus driver, but she is also arrested and jailed. Yet for African Americans

living in the South during the early 1950s, an event like this was not uncommon

> During the 1950s, nume African American activists like Rosa Parks, alongside the NAACP, fought these unjust laws. This specific bus incident, however, would capture national attention and lead to a turning point in

After Parks's arrest. African American citizens of Montgomery, Alabama, worked together to challenge their community's bus segregation laws by staging a boycott. This boycott, which lasted for over a year, was led by local minister

and leader of the then newly formed Montgomery Improvement Association, Dr. Martin Luther King, Jr.

Rosa Parks's act of civil disobedience was one of nany choices made by African Americans across the United States to fight for their equality. Alongside the Montgomery bus boycott, these important actions were among the early efforts to seek equal treatment under the law for African Americans. Historians now call this period of activism and change the civil rights

GO ONLINE Explore the Student Edition eBook to find interactive maps, time lines, and tools.

66With your

permission we

can break down

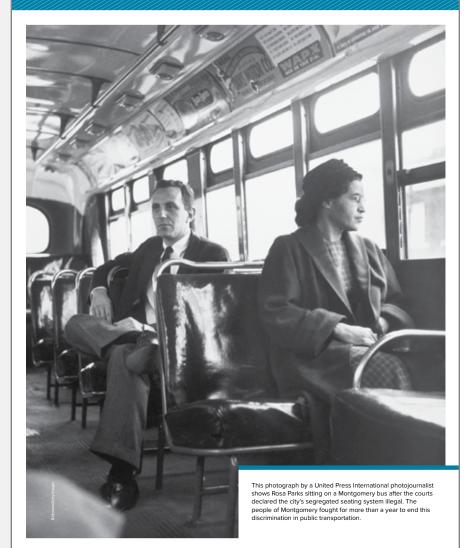
segregation on the

bus with your

case."

#### **Background Information**

NAACP The NAACP (National Association for the Advancement of Colored People) was founded in 1909 as a response to antiblack violence that was becoming increasingly common. A mass protest in which many African Americans were attacked in Springfield, Illinois in August 1908 helped to prompt the organization's formation. One of the primary goals of the NAACP at its founding was to eliminate lynchings. Despite three decades of sustained legal work and publicity, the U.S. Congress had not outlawed lynching. (In fact, it was not until February 2020 that the House of Representatives passed the Emmett Till Antilynching Act. The Senate has yet to pass the bill.) During the Great Depression, the NAACP worked on economic matters, including relationships with unions and ensuring the outlawing of discrimination in certain fields and industries. During the civil rights movement, the NAACP pushed for legal solutions to problems that African Americans faced, and its Legal and Defense and Education Fund took the case Brown v. Board of Education of Topeka to the Supreme Court. Today the NAACP has over 500,000 members.



#### **English Learners Scaffold**

#### Reading Closely

#### **Entering and Emerging**

Before beginning this lesson, read the Compelling Questions at the end of the lesson. Point out the most important words in the questions: discrimination, daily, before; activists, civil rights movement, forward. Then, ask students to look those words up using bilingual dictionaries. Together, discuss each word's meaning to ensure students understand them.

#### **Developing and Expanding**

Before beginning this lesson, ask student volunteers to read aloud the Compelling Questions at the lesson's end. **Ask: What are the most important words, or the key words, in these questions?** (discrimination, daily, before; activists, civil rights movement, forward) Then, have students write these words down and look up their definitions. Together, discuss the definitions.

#### **Bridging and Reaching**

Before beginning this lesson, ask student volunteers to read aloud the Compelling Questions at the lesson's end. **Ask: What are the key words in these questions?** (discrimination, daily, before; activists, civil rights movement, forward) Instruct students to form small groups and collaboratively write definitions for these words. Then, as a class, go over the dictionary definitions of the words and see how students' definitions compare.

#### Social and Emotional Learning: Self-Awareness

Recognizing Strengths Divide students into small groups and ask them to write a short list of qualities and experience Rosa Parks had that factored into her refusal to change seats and challenge the segregation law. (learned resistance techniques, determination, willingness to act) Students then consider their own qualities and experience that could help them pursue a social justice cause. For students who believe they do not have any useful qualities or experience, ask them to consider what qualities they would like to have and how they can work to teach themselves how to work for social change. SMALL GROUP 10 MIN

#### HISTORICAL THINKING SKILLS

**Determining Context of a Photograph** Divide students into small groups. Students study the photograph of Rosa Parks on the bus and discuss what they believe is the context of the image. (Where is Parks? Who is the man? Are they going somewhere? What are their expressions?) Remind students that the photograph has a caption that can help them. One student from each group takes notes on what they believe the context is. Then allow groups five minutes to find an article online about the photograph that answers at least some of the context questions. Each group then compares the information in the article with what their theories had been. SMALL GROUP 20 MIN

#### HISTORICAL THINKING SKILLS

Describing Civil Rights Give each student a copy of the Web Diagram graphic organizer, available in your online course, or have them draw their own version. Instruct students to write the phrase *civil rights* in the center circle. Allow students three minutes to complete the web diagram with what they think of when they hear the phrase *civil rights*. Let students know that they can add circles branching off the center circle, and they can add circles branching off the secondary circles for related concepts. Then, divide students into small groups in which they discuss what they wrote in their graphic organizers. | SMALL GROUP | 10 MIN |

### ACTIVATE PRIOR KNOWLEDGE

#### WRITING SKILLS

Informative Writing About Segregation in Your Area Give students 15-20 minutes to conduct research online about segregation in their area before and during the civil rights movement. Students should discover if segregation was enforced, forbidden, or not addressed by their local government. After 15-20 minutes, students spend five minutes writing an informal journal entry about what they learned in their research, how they feel about what they learned, and how it affects the way they think about and view their area. INDIVIDUAL 25 MIN

#### READING SKILLS

Summarizing Information About Historically Black Colleges and Universities (HBCUs) Allow students up to 20 minutes to conduct research, either online or using print materials, about a historically black college or university located near them. (You can set a radius in miles if you like, or you can allow students to choose any HBCU in the general area.) Students' research should focus on the institution's history: when it was founded, how it started, what it was called when it was first founded, and how it changed over the years. Students then have 10-15 minutes to write summaries of the information they learned, share their summaries with partners, and provide feedback on their partners' work. INDIVIDUAL 35 MIN

### Understanding the Time and Place: The United States, 1865–1954

The civil rights reform movement of the 1950s and 1960s was a response to a long history of racial inequality in the United States. During the Reconstruction period after the Civil War (from about 1865 to 1877) Constitutional amendments gave African Americans the rights of citizenship. However, in the years following 1877, state governments denied African Americans their rights and legalized segregation and discrimination across the United States. The civil rights movement formed to protest this inequality and aimed to overturn this systemic discrimination.

#### Reconstruction, 1865-1877

After the Civil War, the Constitution was revised to protect the rights of African Americans through three important amendments. The Thirteenth Amendment legally ended slavery throughout the United States. The Fourteenth Amendment granted citizenship to African Americans and provided legal protections. The Fifteenth Amendment gave African American men the right to vote.

African Americans who had served in the Union Army gave public speeches to the formerly enslaved and helped bring new people into politics. Many recently freed African Americans ran for public office, won elections, and served as legislators and administrators in almost all levels of government.

African Americans created strong social and religious community networks and emphasized education, especially after it had been denied to so many enslaved people shortly before Reconstruction. Several African American academies formed during this time grew into a network of African American colleges and universities referred to today as Historically Black Colleges and Universities (HBCUs). This includes Hampton Institute in Virginia and Morehouse College in Georgia. Just over ten years after the Civil War's end, almost 40 percent of African American children were enrolled in schools.

Southern white Democrats who opposed these changes during the Reconstruction period fought against African Americans and their political allies in the Republican Party. White militia groups who wished to redeem the South from "Black Republican" rule used intimidation and physical violence against African Americans. By 1877, this brief period of African American political reform ended.

### Legalizing Segregation, 1880s–1890s

After the Compromise of 1877 ended Reconstruction,

Jim Crow laws—which existed throughout the South
but also took hold in much of the North—made it legal

created to target the African American population and weaken their constitutional right to vote under the Fifteenth Amendment. African Americans challenged the variety of restrictions of their freedoms, but several important Supreme Court rulings denied their legal claims and weakened the protections first granted by the Fourteenth Amendment. The 1896 Plessy v. Ferguson Supreme Court ruling allowed systemic segregation by saying the Fourteenth Amendment's equal protection clause allowed two sets of "separate but equal" public facilities. In the following decades, divided facilities for public transportation, restrooms, water fountains, schools, and other places were created throughout the United States.

During these years, African Americans spoke out

to discriminate against African Americans. Literacy

tests, poll taxes, and grandfather clauses were

During these years, African Americans spoke out against segregation and other forms of discrimination Ida B. Wells headed a strong political effort to end

COLORED HAITING ROOM

PRICATE PROPERTY AND PARKANDS Among being a man forms

THE PROPERTY AND PARKANDS Among being a man forms

THE PROPERTY AND PARKANDS AMONG AM

African Americans stand near a restricted "Colored Waiting Room" at a North Carolina bus station. Segregation required separate facilities for whites and African Americans in almost every aspect of public life.

grandfather clause an exemption in a law

redeem to win back; to restore

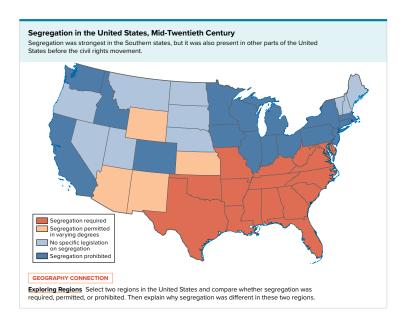
Jim Crow laws statutes enacted to enforce segregation

644

#### **№ GO ONLINE** Additional Resources

**Adaptive Learning with SmartBook** A proven adaptive learning program, SmartBook offers an interactive environment that helps students learn faster, study more efficiently, and retain more knowledge.

of Congress Prints & Photographs Division 3-ppms c-00199).



African American lynchings. She published books and spoke in public to denounce mob violence. Wells demanded all African Americans get the right to a fair trial and the use of legally approved forms of punishment. Booker T. Washington founded the Tuskegee Institute in 1881, while W.E.B. DuBois and a host of other reformers created the Niagara Movement in 1905 to fight racial discrimination, lynching, and race-based voting restrictions. In 1909 many of these same leaders established the National Association for the Advancement of Colored People (NAACP).

#### Segregation in the United States, Early 1950s

As shown in the map, much of the United States, not only the South, required segregation by law during the early 1950s. Few states had laws prohibiting segregation; most of these states

Northeast and Midwest. Even in those Northern states that prohibited segregation, however, de facto segregation remained the reality for many communities. African Americans and white Americans lived in separate communities because of housing discrimination against African Americans, Employment discrimination for African Americans was common in both the South and the North. It was in the context of segregation and discrimination that the civil rights movement gained momentum.

In 1954 the NAACP gained a major legal victory against segregation. The U.S. Supreme Court ruled in Brown v. Board of Education of Topeka that segregation in public schools was unconstitutional and violated the equal protection clause of the Fourteenth Amendment, reversing the decision in Plessy v. Ferauson. Even though the Court's decision applied only to public schools, it implied that segregation was illegal in other public facilities

de facto segregation segregation by custom and tradition

The Civil Rights Movement 645

#### **ANSWERS**

#### **GEOGRAPHY CONNECTION**

In the South, segregation was legally enforced. In the northern part of the Midwest, segregation was prohibited. Segregation was different in these two regions because of each region's different history of events and social structure. The northern part of the Midwest was not free from prejudice, but it did not have the structured, formal systems of discrimination that were more common in the South.

#### **GO ONLINE** Hands-On Topic Project

Desegregation's Unintended Consequences Students will research the impact of the Civil Rights Act of 1964 on African American-owned businesses. Students will conduct research to discover that a variety of African American-owned restaurants, motels, and other businesses experienced a decline in patronage and economic success once legal segregation was removed in the 1960s and 1970s. Students should be able to gain awareness of the consequences of these economic changes and use their research to formulate a research-based opinion on the intended changes as well as the unintended consequences of this dramatic social and economic alteration. SMALL GROUP 90 MIN

#### GEOGRAPHY SKILLS

Using Maps from Different Time Periods Display one or more maps that shows U.S. territorial growth in the early 1800s prior to the Civil War. Ask: How does this topic's map titled, "Segregation in the United States, Mid-Twentieth Century," relate to what you see in the map showing U.S. territorial growth between 1820 and 1864? (Slave states and territories in 1850 enforced segregation into the mid-twentieth century. Some of the areas in which the decision about slavery was left up to the territories permitted segregation in varying degrees, while other areas had no specific legislation regarding segregation. Most of the states that were free states and territories in 1850 prohibited segregation beyond the Civil War.) WHOLE CLASS 15 MIN

#### HISTORICAL THINKING SKILLS

Making Inferences About Segregation Direct students' attention to the phrase "No specific legislation on segregation" in the key for the map titled "Segregation in the United States, Mid-Twentieth Century." Guide students in a discussion of what is meant by the phrase "de facto segregation." Ask: Who instituted and enforced segregation in these areas? ("De facto" comes from Latin and means "actually" or "in reality." De facto segregation is segregation that was socially, rather than legally, enforced. That is, the people themselves, rather than any sort of officials or authorities, made sure that everyone followed the unwritten rules.) WHOLE CLASS 5 MIN

#### PREVIEW THE LEARNING

#### Active Classroom Activity

Making a Poster About "I Have a Dream" Divide students into small groups. Each group either chooses or is assigned a section of Martin Luther King, Jr.'s, "I Have a Dream" speech given at the 1963 March on Washington. Each poster should include important words and phrases and feature those in different sizes, colors, writing styles, and at least one image that relates to their assigned section of the speech. SMALL GROUP 35 MIN

#### Digital Option

Creating a Digital Poster About "I Have a Dream" Allow students to use software to create a word cloud based on their section of the speech. Groups can then either print their word clouds and attach them to their posters or reproduce the word clouds by hand on their posters. SMALL GROUP 35 MIN

#### **Special Needs**

Activity: Working Memory Deficit Students with working memory deficits benefit from graphic organizers to help organize their notetaking. Prepare the Table graphic organizer with column headers that read Key Details, Page, Notes. Under the Key Details column, include the bullet points from the "What Will You Learn?" section in the text. As students read the chapter, have them jot down the page numbers and notes that support these ideas to serve as a general reminder of the key details of the text. INDIVIDUAL 15 MIN

#### ■ GO ONLINE Review & Apply Activity

Introducing the Civil Rights Movement Assign the Review & Apply Activity to help students summarize lesson content. INDIVIDUAL 20 MIN

#### **Culturally Responsive Connections**

Points to Consider As you plan your instruction for this topic, think about the students in your classroom and their cultural contexts as well as your own. How might you support your students of different backgrounds and experiences? Think about the following points as you create your lesson plans:

- Violence Against Civil Rights Protesters: Those peacefully protesting segregation and discrimination were met with anger and violence. This violence might be difficult for you and your students to see and discuss. How might students react to the violence? How might students feel about some police officers participating in that violence?
- Marginalized Voices Within the Civil Rights Movement: Leaders of the civil rights movement were keenly aware that everything that was said and done would reflect on the movement either negatively or positively. Women and members of the LGBTQ community were active participants in the movement though they were often relegated to behind-the-scenes roles. How might these voices be heard today?
- Achievements of the Civil Rights Movement What achievements were made by participants in the civil rights movement? What are some new voices and perspectives for students to learn about? How might students feel a sense of pride in the achievements that were made?
- Making Connections to Today: The following are questions you may want to ponder with your students. Why do there continue to be protests against racism and for racial equity? What progress has been made and what work remains?

#### **Looking Ahead**

You will learn the history of the civil rights mov in the United States between 1954 and 1978. While studying this time period, you will learn about segregation and other forms of discrimination that African Americans endured, and the strategies civil rights movement activists employed. You will see how the leaders of the modern civil rights movement were motivated by past struggles against inequality. And you will understand the changes that came about because of these protests.

You will examine Compelling Questions and develop your own questions about the civil rights movement in the inquiry lessons. Review the time line to preview some of the key events, people, and organizations that you will learn about

#### What Will You Learn

In these lessons focused on the civil rights movement,

- · the historical causes of the civil rights movement.
- · the key events in the history of the civil rights
- the actions taken by significant individuals and important organizations within the civil rights movement.
- · the effects of the civil rights movement
- the legacy of the civil rights movement in the



#### ? COMPELLING QUESTIONS

- . How did discrimination affect the daily life of African Americans before the civil rights
- · How did activists move the civil rights movement

KEY EVENTS OF

#### **CIVIL RIGHTS MOVEMENT**

1941 O JANUARY 25, 1941 A. Philip Randolph proposes a March on Washington to highlight segrega and Jim Crow discrimination

Brown v. Board of Education of

DECEMBER 1955 Montgomery, Alabama, bus boycott begins

SEPTEMBER 1957 Federal troops

SEPTEMBER 1957 Civil Rights Act passed to ensure that all American: could exercise their right to vote

1960 🗘

FEBRUARY 1960 Greensboro sit-ins begin

AUGUST 1963 March on Washington for (right)

JULY 1964 Civil Rights Act passed that ends

1965 AUGUST 1965 Voting Rights Act

APRIL 4, 1968 Dr. Martin Luther King, Jr., assassinated in Memphis

APRIL 11, 1968 Civil Rights Act passed prohibiting housing

Sequencing Time List the events about education how each event contributed to school desegregation.

#### **ANSWERS**

#### **Sequencing Time**

The Supreme Court case Brown v. Board of Education is the landmark Supreme Court case that ruled against segregation. The September 1957 integration of Central High School in Little Rock, Arkansas, showed that the federal government was prepared to use military force to ensure that desegregation did happen.

### 02

#### **INQUIRY ACTIVITY**

#### **Understanding Multiple Perspectives About** Discrimination and Segregation



? COMPELLING QUESTION

How did discrimination affect the daily life of African Americans before the civil rights movement?

#### Plan Your Inquiry

In this lesson, you will investigate how discrimination affected African Americans before the civil rights

Developing Questions About Discrimination Think about how segregation and the discrimination experienced by African Americans throughout the United States motivated the civil rights movement. Then read the Compelling Question for this lesson. Develop a list of three supporting questions that would help you answer the Compelling Question for the lesson. Write these in a graphic organizer like the one below

#### APPLY HISTORICAL TOOLS

Analyzing Primary and Secondary Sources You will work with a variety of primary and secondary sources lesson. These sources focus on African American experiences of discrimination in different locations throughout the United States. Use a graphic organizer like the one below to record and organize information about each source. Note ways in which each source helps you answer the supporting questions you created. Not all sou will help you answer each of your supporting questions. ( include relevant sources in your graphic organizer.

Supporting Questions	Primary Source	How this source helps me answer the Supporting Question
	Α	
	В	
	С	
	D	
	E	
	F	
	G	
	Н	

After you analyze the sources, you will

- use the evidence from the sources
- communicate your conclusions. take informed action

#### **Background Information**

Despite the promise of Reconstruction, African Americans throughout the country still experienced discrimination, segregation, and violence. Their writings and remembrances told of the pain and mistreatment they faced in their everyday lives: the jobs they were denied, the public spaces they could not use, and their experiences in segregated schools These experiences motivated them to demand the civil rights they were being denied, starting a movement to bring about lasting change. The following writings, interviews, and images reflect those experiences. Please note that these sources reflect the language and terminology of the time period and may contain terms that are offensive.



This map shows the geographic distribution of the

GO ONLINE Explore the Student Edition eBook and find interactive maps, time lines, and tools.

#### **PLAN YOUR INQUIRY ANSWERS**

#### **DEVELOP QUESTIONS**

Possible Supporting Questions: (1) How did segregation shape the workplace and use of public facilities by African Americans? (2) How did racism affect African American soldiers? (3) How did Jim Crow laws preserving inequality in social practices and public schools in the South and the slow pace of civil rights reform affect those suffering under segregation?

#### **APPLY HISTORICAL TOOLS**

Sources A, B, and D help answer Supporting Question 1. Source A: This photograph shows the impact of segregated, or separate, public facilities on African Americans. **Source B:** This interview describes segregation in war-related industries. Source D: This transcript describes the inequality of segregated schools and public facilities in the South.

Source C helps answer Supporting Question 2. Source C: the letter describes the emotional toll of racially-based segregation toward African American soldiers.

Sources E, F, G, and H help answer Supporting Question 3. Source E: This letter explains the attitudes of African Americans seeking civil rights actions. Source F: This interview describes the inequality of segregated schools in the South and the effects on African American children. Source **G:** This photograph shows the reaction of American civil rights organizations to continued lynching of African Americans. Source H: This guidebook excerpt describes the different treatment that African American travelers should expect from hotels and restaurants in North Dakota.

#### **LESSON 02 • INQUIRY ACTIVITY**

**Understanding Multiple Perspectives** About Discrimination and Segregation

### LAUNCHING THE INQUIRY

#### HISTORICAL THINKING SKILLS

Determining Context of the Pre-Civil Rights Era Direct students to the website for the Miller Center at the University of Virginia (millercenter.org) and have them search for "the struggle for civil rights." Have students review the pictures and short captions about the discrimination faced by African Americans leading up to the civil rights era. Assign each group to find and explain, to the rest of the class, one example of racial discrimination found in the article. (Student answers will vary but may include racial segregation in the military, the trial of Emmett Till's murderers, Rosa Parks's bus incident, the integration of Little Rock Central High School, or Jim Crow laws allowing racial discrimination in public places.) SMALL GROUP 20 MIN

#### CIVICS SKILLS

Understanding Laws During the Jim Crow Era Go online to the PBS website (pbs.org) and search for the documentary "Slavery by Another Name." Click the "Themes" menu item and then open the "Jim Crow and *Plessy* v. *Ferguson*" link. Show the 2-minute video that presents the connection between the Plessy v. Ferguson Supreme Court decision and Jim Crow laws. Have students explain how this Court ruling allowed racial discrimination to continue legally. (Student answers will vary but should include that Plessy established the "separate but equal" doctrine, which permitted racially divided public facilities such as transportation, restaurants, and restrooms.) WHOLE CLASS 10 MIN

#### **GUIDING THE INQUIRY**

#### GEOGRAPHY SKILLS

Exploring Southern Jim Crow States Have students go online to the PBS Thirteen Media With Impact site (www.thirteen.org). Direct students to search for "The Rise and Fall of Jim Crow." Assign students to open the "Interactive Maps" section and click on "Jim Crow Laws." Students will see an interactive map that shows the different types of racial discrimination by state during the Jim Crow era. Have each group choose a state and identify an example of discrimination in that state. (Student answers will vary depending on the state they select. Remind students that, even though most Jim Crow laws were more commonly enforced in the South, non-Southern states like Nebraska and Indiana had Jim Crow-style laws, too.) SMALL GROUP 15 MIN

#### **Background Information**

Who Was Jim Crow? In the 1830s and 1840s, a full twenty years before the Civil War, an American stage entertainer named Thomas Rice made famous a character he called "Jim Crow." Like other entertainers of the time, Rice used face paint to darken his appearance, spoke in an exaggerated accent, and made fun of enslaved African Americans. This type of performance, called "Minstrel" shows, continued well into the twentieth century. Racial discrimination laws became known as "Jim Crow" laws because of the stereotypical character performed by Thomas Rice.

#### SPEAKING AND LISTENING SKILLS

Delivering a Digital Presentation About Inequality of Jim Crow Laws Prime students for this activity with a sensitive explanation about how the words "Colored" and "Negroes" were used as labels referring to African Americans during the Jim Crow Era. Have students visit Ferris State University's website (ferris.edu) and search for "What was Jim Crow." Direct students to open the link for the Jim Crow Museum where they will be taken to a text and image exhibit of Jim Crow Era laws. Assign students with creating a digital presentation featuring an image and explanation for at least three examples of racial separation during the Jim Crow Era. (Student answers will vary but may include public restrooms, parks, water fountains, train cars, buses, etc.) SMALL GROUP 25 MIN

#### WRITING SKILLS

**Explanatory Writing About Segregation in the Workplace During** World War II Have students read the interview with Lucy Overton in the section titled "Segregation in the Workplace During World War II." Direct students to write a short informal paragraph explaining Overton's experience as a woman in the workforce during World War II, as well as her experience as an African American woman. (Student answers will vary but should include that women were needed to fill jobs formerly held by men during the war, but facilities for women were lacking, and facilities for African Americans had to be built before women like Overton could begin welding and building America's World War II naval arsenal.) INDIVIDUAL 15 MIN

#### Social and Emotional Learning: Responsible **Decision-Making**

Understanding Consequences of Jim Crow Have students read the interview with Lucy Overton in the section titled "Segregation in the Workplace During World War II." Ask: "How did racial segregation negatively impact the United States's war effort in the story told by Lucy Overton?" (Student answers will vary but should include that shipbuilding could have proceeded faster if segregated hiring practices were not required in Virginia. Such systemic discrimination slowed the overall war effort.) WHOLE CLASS 5 MIN



#### Segregation at the Water Cooler

Under Jim Crow laws in the American South, separate public facilities for whites and African Americans—including waiting rooms, restrooms, and water coolers—were required. This photo was taken at a streetcar terminal in Oklahoma City, Oklahoma, in 1939.

#### NARY SOURCE



This photograph by Russell Lee shows a young man drinking from a water fountain meant for Africa

#### EXAMINE THE SOURCE

- 1. Analyzing Visuals What is occurring in this photograph? How does it reflect the racial policies and attitudes of the period?
- 2. Comparing and Contrasting Compare the signs and the messages in this photo with the treatment of African Americans during slavery. How had things changed, what were the changes, and what were the similarities between outright slavery and Jim Crow laws?

#### Segregation in the Workplace **During World War II**

The massive national effort required to fight World War II brought economic and social changes and new opportunities for African Americans. In this excerpt from an interview, Lucy Overton of Portsmouth, Virginia, describes the issues facing African Americans as they went to work in war-related industries.

- 66 I was one of the persons who worked, was employed in the Naval Shipyard during World War II. . . . [T]he need for workers was great, because the men were bein' called off to the Army, and therefore, they placed the ladies into jobs that men usually did. My job was in the Shipfitters Shop. . . . [T]here was some problems in the shipyard, some racial problems. First of all ... the Navy Yard needed welders, and ... burners, the personnel said they didn't have ... toilet facilities, so they couldn't hire black men. Well, at that time. Franklin Delano Roosevelt was president. . . . [H]e got the news someho and came down. . . . He went directly to the Navy Yard, and had conferences with ... the Admirals and those persons in charge, and in a couple of days, they had facilities for blacks. Ah, separate facilities. To begin with they didn't have any at all for blacks, therefore they couldn't hire blacks as welders, burners and chippers . . . . They had separate water fountains, they had separate . . . , toilet facilities for the ladies They had on the door, 'White Ladies.' "Colored Women." And we didn't like that at all, but we, we couldn't do anything about that, then.
  - from Lucy Overton interview, in *Lower Tidewater in Black and White*, 1982

#### EXAMINE THE SOURCE

Analyzing Why did the Navy Yard begin to hire African Why was Overton dissatisfied with the situation when African Americans were hired?

#### **EXAMINE THE SOURCE ANSWERS**

#### PRIMARY SOURCE A

- 1. An African American man is drinking from a separate, segregated water fountain. The photograph shows the effect of segregation on simple acts in daily life such as drinking water.
- 2. Society in the South and elsewhere in the United States continued to reflect systemic racism, even if African Americans were no longer enslaved. But the legal rights of citizenship were still denied many African Americans and they were not treated equally. Both slavery and Jim Crow laws reflected systemic racism and oppression of African Americans.

#### PRIMARY SOURCE B

The Navy Yard began to hire African Americans because many of the shipyard's previous workers left to enlist in the armed forces. Overton was dissatisfied because African Americans encountered facilities segregated by race. It was another example of the unequal treatment of some workers based on race.



#### An African American Soldier Faces Segregation

Yank magazine was a weekly publication distributed to members of the American armed forces during World War II. The magazine was designed as a morale booster and featured cartoons and pin-up girls along with news stories. It also included a section with letters from soldiers. In this 1944 letter, an African American corporal described an especially upsetting experience with segregation while traveling with other African American soldiers. Remember that even as African American soldiers were fighting for world democracy, U.S. federal law kept them segregated within the armed forces.

66 Dear YANK

Here is a question that each Negro soldier is asking. What is the Negro soldier fighting for? On whose team are we playing? Myself and eight other soldiers were on our way from Camp Claiborne, La., to the hospital here at Fort Huachuca. We had to layover until the next day for our train. On the next day we could not purchase a cup of coffee at any of the lunchrooms around there. As you know Old Man Jim Crow rules. The only place where we could be served was at the lunchroom at the railroad station but, of course, we had to go into the kitchen. But that's not all; 11:30 a.m. about two dozen German prisoners of war, with two American guards, came to the station. They entered the lunchroom, sat at the tables, had their meals served, talked, smoked, in fact had quite a swell time. I stood on the outside looking on. and I could not help but ask myself these questions: Are those men sworn enemies of this country? Are they not taught to hate and destroy . . . all democratic governments? Al we not American soldiers, sworn to fight fo and die if need be for this our country? Then why are they treated better than we are? Why are we pushed around like cattle? If we are fighting for the same thing, if we are to die for our country, then why does the Government allow such things to go on? Some of the boys are saying that you will not print this letter. I'm saying that you will. .

Cpl. Rupert Trimmingham, Fort Huachuca, Ariz.

—Yank: The Army Weekly, April 28, 1944



#### EXAMINE THE SOURCE

- 1. Analyzing Describe the situation experienced by Corporal Trimmingham, Why did he find that experience especially upsetting?
- 2. Inferring How did Corporal Trimmingham challenge the editors of Yank? What effect may the letter ha had on fellow soldiers and Army policy?

The Civil Rights Movement

#### **EXAMINE THE SOURCE ANSWERS**

#### PRIMARY SOURCE C

- 1. Trimmingham is upset because he and other African American soldiers faced more discrimination and inequality than German prisoners despite the fact Germany was at war with the United States.
- 2. Trimmingham exposes and reveals hypocrisy and racial bias that goes against the American value of equality before the law. The letter may have caused some soldiers to question or reevaluate segregation in the nation's armed forces.

#### HISTORICAL THINKING SKILLS

Analyzing Primary Sources About Segregation Have students read the section titled "An African American Soldier Faces Segregation." Lead a class discussion about how Corporal Rupert Trimmingham's story of discrimination may have affected the white soldiers who read his letter. (Student answers will vary but should include inspiring a sense of unfairness that German prisoners of war were treated better than African American soldiers and remind readers that all American soldiers were fighting the same enemy.) INDIVIDUAL 20 MIN

#### Differentiate the Activity

**Analyzing Primary Sources About Segregation** Have students create a list of possible emotions and thoughts Corporal Rupert Trimmingham's story may have inspired in white soldiers who read his letter. (Student answers will vary but should include unfairness, sympathy, anger, camaraderie, and surprise.) AL INDIVIDUAL 20 MIN

#### READING SKILLS

Reading Closely About Examples of Segregation Direct students to identify three examples of discrimination suffered by Corporal Rupert Trimmingham. (Answers may include being refused service when trying to buy coffee or eating at the lunchrooms, and being treated worse than the white German prisoners of war.) SMALL GROUP 20 MIN

#### Active Classroom Activity

Gallery Walk Locate six or seven photographs showing segregation and post them around the room. Photographs can be found at the Library of Congress (loc.gov). Have students create a three-column chart to analyze the photos. Instruct students to use the following column headings "Observe" (Describe what they see.); "Reflect" (Explain what can be learned from this photo.); and "Question" (Write one question about the photo.) Have students do the gallery walk and complete the chart. Lastly, have students summarize what they learned. WHOLE CLASS 45 MIN

#### **English Learners Scaffold**

#### **Close Reading and Writing About Primary Sources**

#### **Entering and Emerging**

Read the source "Segregation in the Workplace During World War II" aloud. As the source is read, have students follow along and focus on why the Navy Yard refused to hire African Americans. Ask: What changes were made to force the Navy Yard to hire African Americans? (Separate restroom facilities for African Americans were built.) How do you think being required to use separate restroom facilities would make someone feel? (Answers will vary, but may address concerns of dignity and discrimination).

#### **Developing and Expanding**

Have students work in pairs to read "Segregation in the Workplace During World War II" and make a chronological list of events as described in the source. Possible answers: 1. white men joined the Army, 2. women were hired, 3. Navy Yard refused to hire African Americans because there were no separate facilities, 4. FDR came, 5. Separate facilities were built, 6. African Americans were hired.

#### **Bridging and Reaching**

After analyzing Sources A, B, and C, have students write a narrative journal describing how witnessing the segregation and discrimination described in the sources would make them feel. ELL INDIVIDUAL 15 MIN

#### HISTORICAL THINKING SKILLS

Contrasting Life for White and African American Students Go online to Duke University's "Behind the Veil: Documenting African American Life in the Jim Crow South." Search the collection for "Gratton Interview" and then click the audio link titled "Charles Austin Gratton Interview." Play the interview for students from time marker 9:45 to 12:50. Lead a discussion with the whole class about Gratton's description of having to pass by newer and better "white only" schools to get to his older and run down "black only" schools. There is also a transcript of the interview for students who may need it. WHOLE CLASS 15 MIN

#### Digital Option

Blog About Educational Inequity Instead of discussing Gratton's description of having to pass by newer and better "white only" schools to get to his older and run down "black only" schools, have students create a blog entry that focuses on educational inequity in schools. Students should create their own entry and respond to at least two other classmates' entries to foster discussion. SMALL GROUP 30 MIN

#### HISTORICAL THINKING SKILLS

Comparing Perspectives on Civil Rights Have students go online to the University of California at Santa Barbara's American Presidency Project (presidency.ucsb.edu) and search for "Remarks at Meeting of Negro Leaders Sponsored by the National Newspaper Publishers Association." Introduce the speech to students as the speech that inspired Jackie Robinson's letter in Primary Source E titled "Running Out of Patience." Direct students to read, beginning with the paragraph starting with "Now I realize" and ending at "itself create injustice." Assign students to compare Eisenhower's advice about patience with Robinson's call to action. SMALL GROUP 15 MIN

#### **Special Needs**

**Strategy: Autism Spectrum** Students on the Autism Spectrum (ASD) need routine breaks to allow internal and external stimuli to dissipate. After ASD students read and respond to Source D, allow them a break to reset and refresh in a quiet area or with sensory tools, prior to continuing onto Source E activities.

#### **Culturally Responsive Connections**

African American Athletes Protest at the 1968 Olympics African American athletes Tommie Smith and John Carlos gained international recognition and condemnation for raising their fists in the Black Power Salute while on the 1968 Olympic podium. In response, the Olympic committee stripped them of their gold and bronze medals respectively. Questions to Consider: Why do you think Smith and Carlos were stripped of their Olympic medals? (Giving the black power salute, was considered a criticism of the country on an international stage. Stripping them of their medals was a way to condemn the protests and their participation.) How would you feel if speaking out against something you believe in caused you to lose an award or honor? (Students may say that it would anger them, make them sad; create confusion.) What role might athletes play in supporting social movements and causes they care about? (Students may say that athletes are role models for society and using their influence will help support causes they care about. Other students may say that athletes should not be involved.) What are some examples of athletes who have protested inequality? (Students may mention Megan Rapinoe, Billie Jean King, LeBron James, Stephen Curry, Jack Johnson.) WHOLE CLASS 20 MIN



#### Remembering Segregated **Schools**

Charles Gratton lived in Norwood, Alabama, during the Depression and World War II. His childhood memories of living in the segregated South highlighted the struggles he faced with unequal school opportunities.

#### MARY SOURCE : TRANSCRIPT

66 They also had a park. It was about a block from where I was born and raised and where I lived, and it was known as the white person's park. They had a tennis court there and nice park trees, and blacks weren't allowed in that park. I mean we just couldn't go there. You know, it's just one of those things.

Some days I would be sick, and I could hear the schoolchildren playing during their lunch hour down at Norwood Elementary School, which was all white. and that's what really stuck in my mind. I'd say, 'It's a shame that I have to walk so far to school every day.' When I'd hear those schoolchildren playing, I'd say, 'Here I am a block and a half from the elementary school, and I've got to walk six or seven miles to school every day.

Even now, I can almost hear those kids, those white kids down at this elementary school playing, and the noise and laughing and playing, and I'm at home sick basically from the exposure of walking those six and seven miles to school every day. Whether it was raining or not, I had to go. So those are some of the memories that I have of my childhood growing up over at Norwood. 99

-Charles Gratton, in Remembering Jim Crow: African Americans Tell About Their Life in the Segregated South

#### EXAMINE THE SOURCE

Interpreting Text Does Charles Gratton have the same feelings toward the segregated park as he c toward the unequal school access? Why or why n



#### **Running Out of Patience**

On May 12, 1958, President Eisenhower addressed a meeting of African American leaders sponsored by the National Newspaper Publishers Association. Jackie Robinson, the first African American baseball player in the twentieth century to play in the major leagues, was in the audience. The next day, he sent the president a letter expressing his frustration with Eisenhower's advice to "have patience and forbearance" as the nation tackled the difficult problem of racial

#### PRIMARY SOURCE : LETTER

66 I was sitting in the audience at the Summit Meeting of Negro Leaders yesterday when you said we must have patience. On hearing you say this. I felt like standing up and saying, 'Oh no! Not again.'

I respectfully remind you sir, that we have been the most patient of all people. When you said we must have self-respect, I wondered how we could have self-respect and remain patient considering the treatment accorded us through the years

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights that we feel we are entitled to as Americans. This we cannot do unless we pursue aggressively goals which all other Americans achieved over 150 years ago....**99** 

-Jackie Robinson, letter to President Eisenhower, May 13, 1958

#### EXAMINE THE SOURCE

- 1. Interpreting Text To what is Robinson referring when he mentions pursuing goals other Americans achieved over 150 years ago?
- . <u>Inferring</u> What point do you think Robinson hopes to convey by making this connection to the goals that others achieved in the past?

#### **EXAMINE THE SOURCE ANSWERS**

#### PRIMARY SOURCE D

Gratton is bothered by both the segregated park and the unequal school access, but comparing his comment "it's just one of those things" about the park to his extensive memory of having to walk so far to school shows that he was more upset by the unequal school access.

#### PRIMARY SOURCE E

- 1. Robinson is referring to the American Revolution and the promise of life, liberty, and the pursuit of happiness that is mentioned in the Declaration of Independence.
- 2. Possible answer: I think Robinson wants Eisenhower to think about how long it has been since the United States won the American Revolution and established a nation based on liberty. Ever since then, African Americans have been waiting for that liberty to be given to them. To be told to continue waiting patiently is frustrating to Robinson.



#### Comparing White and African American Schools in Virginia

While Plessy v. Ferguson allowed for "separate but equal" facilities for whites and African Americans, the racially based inequality of schools in the South was plainly obvious, even to children. John Stokes described his memories of school in Virginia in the 1940s for an oral history project. John Stokes led a student strike against poor schools. This led to a court case that became part of the Brown v. Board of Education decision against segregated "separate but equal" schools.

66 There were two buses for whites only that passed by our house every morning and picked up Jack Jeffreys, Bill Schueler, these were the white boys that I played with, these were the kids that's [sic] I played with, and yet my twin sister and I could not ride those

schools. They were going to all white schools. But we wondered why the blacks did not have buses. .

Now, there were around 10 or 12 [schools for African American children scattered throughout Prince Edward County at that time of wood construction, outdoor toilets, none of them had indoor plumbing, of course, and vet, in each of the districts for the white kids there was a school there, but it was of brick construction. And those students would have, of course, the privilege of having a bus that would take them to and from those scho They built the schools for the blacks, we

found out later, very closely knitted to the churches so that the kids would not have to walk too far, but some of them still had to walk pretty long distances to get to those schools.

But the most amazing thing was the fact that in our minds we just wondered how come the white kids had these beautiful brick buildings. with heat, number one, and no one had to go out there and gather wood every morning to start the fire; number two, they had running water, and when December came, they didn't have to go outdoors to the toilet. 99

from John A. Stokes interview, for Voices of Freedom, Virginia Commonwealth University

#### EXAMINE THE SOURCE

- 1. Contrasting What differences does Stokes recall between the white and the African American educational experiences during his childhood?
- 2. Making Connections Explain how the differences the schools might affect learning outcomes



#### The NAACP Calls Attention to Lynchings

Extralegal lynchings of African Americans occurred in the United States for decades, Between 1877 and 1950, more than 4,000 lynchings are documented, and the vast majority of those lynched were African American. In the 1920s and 1930s, the National Association for the Advancement of Colored People (NAACP) flew the flag (shown in the image) on days when it learned that an African American in the United States had been lynched. The flag was raised at the NAACP's office in New York City. This photo was taken in 1936. The United States still does not have an anti-lynching law passed by Congress



**Evaluating Information** What purpose did the NAACP have for flying this flag?



This flag was in use from 1920 to 1938

The Civil Rights Movement

#### **EXAMINE THE SOURCE ANSWERS**

#### PRIMARY SOURCE F

- 1. Stokes recalls stark differences between the public facilities for white and African American students. White schools had running water and indoor plumbing for toilets while African American schools did not.
- 2. The lack of indoor plumbing and the need to gather wood to heat African American schools likely took time away from other activities such as schoolwork.

#### PRIMARY SOURCE G

The NAACP flew the flag to raise greater public awareness of how often lynching took place so the public would support anti-lynching measures.

#### PRIMARY SOURCE H

- 1. The writer attempts to impart traveling advice to potential African American tourists who are looking for accommodation and food while visiting the area. Dickinson seems like a somewhat welcoming destination but he warned that you should still be on guard to expect discriminatory attitudes from some of the people living in Dickinson.
- 2. The Green Book might not be helpful or might even be misleading if shops in a certain town do not advertise services for African American tourists that the Green Book claims they provide.

#### HISTORICAL THINKING SKILLS

Summarizing Inequality in "Separate but Equal" Have students read the section titled "Comparing White and African American Schools in Virginia." Prompt students with a reminder about the meaning of the Plessy v. Ferguson ruling that established the "separate but equal" policy. Direct students to summarize the differences between the school facilities and transportation explained by John Stokes, as well as how the practice highlighted the inequality of services offered to African American children. (Summaries should include that the facilities for African American children were far away, did not have transportation, and were of much poorer quality than the white students' facilities.) SMALL GROUP 15 MIN

#### Differentiate the Activity

Summarizing Inequality in "Separate but Equal" Have students go online and search for "John Stokes interview Virginia Commonwealth University" and then open the link to "Interview with John A. Stokes | VCU Libraries Digital Collections" at the website digital.library.vcu.edu. Direct students to watch the video interview titled "Interview with John A. Stokes" through minute marker 15:15. Assign students the task of summarizing the interview's main topics and important points about the unfairness in the "separate but equal" policy. (Summaries should include that the facilities for African American children were far away, did not have transportation, and were usually of poorer quality than the white students' facilities. When Stokes and others staged walkouts and other protest movements, transportation and facilities were eventually improved.) BL SMALL GROUP 25 MIN

#### READING SKILLS

Analyzing Events in Protest of Lynching Have students read the introduction to the source titled "The NAACP Calls Attention to Lynching" and to examine the photograph. Go online to the NAACP website (naacp.org) and search for "Silent Protest Parade Centennial." Direct students to read the short article about the original march against lynching. Assign students to discuss the significance of the march, why it was held, and what the event meant in the history of the civil rights movement. (Discussions should include an understanding of the meaning of lynching, why the NAACP flew the flag featured in the photograph, how a peaceful and silent protest made headlines, and how this protest brought national attention to the injustice of murdering African Americans by lynching.) SMALL GROUP 15 MIN

#### **Global Connections**

Civil Rights Around the World Have students research and more closely examine South Africa's civil rights movement. Lead students in a discussion about the similarities between the civil rights movement in the United States and the civil rights movement in South Africa. Students may also select another country to analyze their civil rights movement. WHOLE CLASS 30 MIN

#### REVIEW

#### HISTORICAL THINKING SKILLS

**Comparing Travel Restrictions for African Americans** Have students read the section titled "Excerpt From a Travel Guidebook for African Americans." Direct students to go online to the North Carolina African American Heritage Commission (aahc.nc.gov/) and search for "Green Book Project." Have students browse the digital exhibit, including the slideshow. Have students write one or two paragraphs comparing one of the personal stories about negative travel experiences documented by African Americans in the Green Book with the experience in North Dakota documented in the text. Students can discuss the similarities in the stories. (Responses will vary depending on the narrative chosen but should include the lack of safety, recommendation against travel, and general inequality of needing the Green Book.) SMALL GROUP 20 MIN

#### Reading and Writing Essentials

**Understanding Multiple Perspectives About Discrimination and** Segregation This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content.

AL ELL INDIVIDUAL 20 MIN

### **ASSESS**

#### **▶** GO ONLINE Lesson 2 Quiz

Assessing Student Understanding Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. INDIVIDUAL 20 MIN



#### **Excerpt From a Travel Guidebook** for African Americans

Because of Jim Crow laws, travel for African Americans in many parts of the country was difficult or even dangerous. The Negro Motoris Green Book listed, by state and city, places to stay and restaurants that were either owned but welcomed African Americans. In the follo excerpt from the 1948 edition, a contributor describes travel to a town in North Dakota

#### PRIMARY SOURCE : GUIDEBOOK

- 66 From DICKINSON, NORTH DAKOTA:
  - .. Several places of business, while they not care to advertise for Negro trade.

The attitude of a majority of those I had no color prejudice, some of their regular customers did have. This was the impression I gained from hotel operators, barbers, and others contacted. They were all eager to provide whatever services were required by Negroes visiting Dickinson.

Upon occasion, Negroes have been accommodated in Dickinson hotels However, a Negro tourist would have an easier time getting accommodations at Dickinson's motels and in several tourist camps. North Dakotans, generally tourist would be pleased with his reception in Dickinson 99

-The Nearo Motorist Green Book, 1948

tourist camps lodging for travelers often consisting of small individual cabins

#### EXAMINE THE SOURCE

- 1. Analyzing Text What is the writer attempting to with this contribution to the Green Book? According to the writer, does Dickinson seem like a velcoming destination for African Americans?
- 2. Inferring In what circumstances might the Green

#### **Your Inquiry Analysis**

Reflect back to the Compelling Question and the Supporting Question you developed at the beginning of this lesson.

- Gathering Sources Which sources helped you answer the Compelling Question and your Supporting Questions most directly? Which sources, if any, challenged the answers you thought you were going to arrive at when you first created your supporting questions? Were there details you still need more information on and where might you look to find that
- 2. Evaluating Sources Looking at the sources that helped you answer your Supporting Questions, evaluate the credibility of each source. What details made that source a particularly useful one to answer your question? Are there further details you may need in order to better evaluate the authority of these sources?
- 3. Comparing and Contrasting Compare and contrast two of the sources in this lesson more contrast two of the sources in this lesson more closely. What area of life does each source examine? What tone is expressed by each writer, speaker, or photographer? Is the person angry, sad, or merely conveying information? Explain.

#### COMMUNICATE CONCLUSIONS

Presenting Work with a partner to compare the Supporting Questions each of you wrote at the beginning of the lesson. Choose three of these Supporting Questions to answer using the sources. Then, prepare a short multimedia presentation on how the sources helped you answer the Supporting Questions you chose. Consider including quotes from the sources in your presentation. Give you presentation in front of your classmates

Writing a Letter Think about an issue or cause that you care deeply about. How could showing the impacts of that cause, such as the sources in this lesson have done, help the sources in this lesson have done, help motivate improvements in that cause? Consider if you have seen any similar examples in recent media. Write a letter to your local elected officials that explains the impacts of the injustice you identified and suggests solutions for the problem.

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#### YOUR INQUIRY ANALYSIS ANSWERS

#### **EVALUATING SOURCES AND USE EVIDENCE**

- 1. Answers will vary depending on the Supporting Questions that students wrote, but students should indicate which sources provide the most helpful facts and which provide especially helpful insights and opinions. They should include any information that challenged previous thinking. They should also provide any questions generated from the source and possible sources that might answer the questions.
- 2. Students should evaluate the credibility of sources based on details and the authors' authority. They should identify other information useful to evaluating the authority of the sources.
- 3. Student answers should describe similarities and differences in how two sources reflect segregation. Students should identify and compare which aspect of life is being described as shaped by segregation and racism. Students should also reflect upon and compare the tone of the sources.

#### COMMUNICATE CONCLUSIONS

Answers will vary, but students should summarize how the sources helped them answer their Compelling Question and Supporting Questions. Slides should incorporate appropriate text and visual elements.

#### TAKE INFORMED ACTION

Students should select an issue or cause and reflect upon how the description of an injustice can be useful for motivating change. Letters should explain how the student was affected by the injustice and suggest solutions for the problem.

#### The Civil Rights Movement Begins

# READING STRATEGY Analyzing Key Ideas and Details As you read, complete a graphic organizer similar to the one here by listing the techniques used to challenge segregation

Civil Rights

#### The Origins of the Civil Rights Movement

What role did the NAACP play in the civil rights movement?

The National Association for the Advancement of Colored People (NAACP) was established in 1909 to fight for the rights of African Americans. The NAACP convinced the military to allow African American pilots to fly in World War II. This allowed the Tuskegee Airmen, a unit filled with black pilots, to be established. The accomplishments of these and other black soldiers during raged the civil rights movement.

The NAACP gave African Americans the institutional support to fight racia discrimination and injustice. One founder in this movement was A. Philip Randolph—a union leader since the 1920s as well as a civil rights activist compelled President Franklin Roosevelt to issue an executive order ending discrimination in wartime industries during World War II. The NAACP emboldened people to commit acts of defiance against segregated bus laws-including Rosa Parks's famous refusal to give up her seat to a white person on a Montgomery, Alabama bus in December 1955.

These victories were in contrast to the entrenchment of segregation, Back in 1896, the Supreme Court had declared segregation to be constitutional in Plessy v. Ferguson, which established the "separate but equal" doctrine. Laws that segregated African Americans were permitted as long as "equal" facilities were provided for all races. The facilities provided for African Americans, however, were usually of poorer quality than those provided for whites. Offering separate facilities is an example of de jure segregation, or segregation based on laws. After Reconstruction, local and state laws in the South allowed for the segregation of many facets of life, including transportation, education, neighborhoods, restaurants, theaters, libraries, pools, restrooms, drinking fountains, and even cemeteries. Areas without such laws often had de facto segregation—segregation by custom and tradition.

#### **Pushing for Desegregation**

The civil rights movement had been building for a long time. Since its founding, the NAACP had supported court cases aimed at overturning segregation with some success. For example, the Supreme Court ruled in Norris v. Alabama (1935) that the exclusion of African Americans from juries violated their rights to equal protection under the law.

African Americans also gained political power as northern politicians increasingly sought their votes. In response to the New Deal, many African Americans began supporting the Democratic Party in the 1930s, giving the party new strength in the North. The northern wing of the party was now able to counter Southern Democrats, who often supported segregation.

During World War II, African American leaders began to use their political power to help end discrimination in wartime factories. They also increased opportunities for African Americans in the military. After the war, many African

"separate but equal" a doctrine established by the 1896 Supreme Court case
Plessy v. Ferguson that permitted laws segregating African Americans as long
facilities were provided

de jure segregation segregation by law

GO ONLINE Explore the Stu

dent Edition eBook and find interactive maps, time lines, and tools.

#### **ANSWERS**

#### **READING STRATEGY**

The techniques include court cases, boycotts, political power, Freedom Riders, and sit-ins.

#### **LESSON 03 · LEARN THE EVENTS**

### The Civil Rights Movement Begins

#### **ENGAGE**

#### Social and Emotional Learning: Social Awareness

**Building Empathy for the Twentieth-Century African American Experience** Have students generate a class list of events and circumstances that made life difficult for African Americans during the first half of the twentieth century using knowledge they have acquired from previous topics. For example, students may identify the lack of support from Progressives or the resurgence of the Ku Klux Klan during the 1920s. Coordinate a class discussion where students identify an emotion African Americans may have felt toward each of the events on the list. Remind students that, in order to build empathy, one must understand the feelings of the individuals affected.

#### WHOLE CLASS 15 MIN

Differentiate the Activity

Interpreting Twentieth-Century Events Provide students with a time line and brief description of events and circumstances that directly affected African Americans during the first half of the twentieth century. Facilitate a brief discussion of each event/ circumstance to reintroduce these topics. For each event, ask students to identify one emotion African Americans may have felt. AL INDIVIDUAL 15 MIN

### **TEACH**

#### Guided Reading Activity

The Civil Rights Movement Begins Assign the Guided Reading Activity to help students develop critical reading skills and create study notes as they answer questions about the main ideas of the lesson. AL INDIVIDUAL 20 MIN

#### CIVICS SKILLS

INDIVIDUAL 20 MIN

Civic Participation and the NAACP Begin by introducing a definition of civic participation and sharing a few examples, such as writing a letter to a local or state representative or simply staying informed on political issues. Instruct students to write a brief summary explaining how the concept of civic participation applies to the efforts and actions of the National Association for the Advancement for Colored People before the civil rights movement. Remind students to cite evidence from the text while writing their summary.

#### **LESSON 03 • LEARN THE EVENTS**

#### **Active Classroom Activity**

Making a Cause-and-Effect Poster Organize students into small groups and instruct them to read "The Origins of the Civil Rights Movement." Using a poster board, ask groups to design a poster that demonstrates the cause-and-effect relationship between African Americans' experiences during World War II and the civil rights movement that followed. Encourage students to be creative and use images to show this relationship. Have each group share their poster and explain how they demonstrated this connection through language and imagery. Display the posters around the classroom. SMALL GROUP 45 MIN

#### **Background Information**

Brown v. Board of Education of Topeka II After the historic ruling in Brown v. Board of Education of Topeka, Chief Justice Earl Warren feared that public schools would be slow to integrate. As a result, Brown v. Board of Education of Topeka II was issued, which ordered school leadership and district courts to integrate their local schools with all possible speed. Despite this ruling, it would take another decade for most schools in resistant Southern states to desegregate.

#### WRITING SKILLS

#### Informative Writing on the Impact of Brown v. Board of Education

After students have read "Brown v. Board of Education" and "Southern Resistance," have them generate a list of effects the Brown ruling had on American politics and society. For example, students may note the ruling against segregated public schools would help lead to the desegregation of other public places. Instruct students to write a two-paragraph, informative article on the impact of the Brown ruling. Use the Informative/Explanatory Writing rubric available in your online course to assess student work. INDIVIDUAL 45 MIN

#### **English Learners Scaffold**

#### Understanding Supporting Details of Brown v. Board of Education

#### **Entering and Emerging**

Have students preview "Brown v. Board of Education" and "Southern Resistance," defining unfamiliar terms. Provide students with the Web Diagram graphic organizer, located in your online course. Include a central idea to be placed in the center circle, such as "American politics and society were greatly impacted by Brown v. Board of Education." Have students complete the graphic organizer with supporting details.

#### **Developing and Expanding**

Have students preview "Brown v. Board of Education" and "Southern Resistance," defining unfamiliar terms. Provide students with the Outline graphic organizer. Include a central idea to be placed as the heading, such as "American politics and society were greatly impacted by Brown v. Board of Education." Have students complete the graphic organizer in complete sentences with supporting details.

#### **Bridging and Reaching**

Have students preview "Brown v. Board of Education" and "Southern Resistance." Instruct students to write a central idea statement regarding the impact of the ruling in Brown v. Board of Education. Direct students to write one paragraph that provides details supporting their central idea statement.

**ELL** INDIVIDUAL 40 MIN

#### ANALYZING SUPREME COURT CASES

#### **BROWN V. BOARD OF EDUCATION, 1954**

BACKGROUND TO THE CASE One of the most important Supreme Court cases in American history began in 1952, when the Supreme Court agreed to hear the NAACP's case Brown v. Board of Education of Topeka, and three other cases. These cases all dealt with the question of whether the principle "separate but equal," established in Plessy v. Ferguson, was constitutional with regard to public schools.

HOW THE COURT RULED In a unanimous decision in 1954, the Court ruled in favor of Linda Brown and the other plaintiffs. In doing so, it overruled Plessy v. Ferguson. It rejected the idea that equivalent but separate schools for African American and white students was constitutional. The Court held that racial segregation in public schools violated the Fourteenth Amendment's equal protection clause. Chief Justice Earl Warresummed up the Court's decision, declaring: "[i]n the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." The Court's rejection of the separate but equal doctrine was a majo victory for the civil rights movement. It led to the overturning of laws requiring



- 1. Making Connections Why did the Supreme Court find in favor of Linda Brown?
- $\textbf{2. } \underline{\textbf{Summarizing}} \ \ \textbf{Why was the ruling in } \textit{Brown v. Board of Education so important?}$

American soldiers returned home optimistic that their country would appreciate their loyalty and sacrifice. In the 1950s, when change did not come, their determination to change prejudices led to protestsand to the emergence of the civil rights movement.

In 1942 James Farmer and George Houser founded the Congress of Racial Equality (CORE) in Chicago. CORE began using sit-ins, a form of protest first popularized by union workers in the 1930s, to desegregate restaurants that refused to serve African Americans. Using the sit-in strategy, members of CORE went to segregated restaurants. If they were denied service, they sat down and refused to leave. The sit-ins were intended to shame restaurant managers into integrating their restaurants. CORE successfully integrated many restaurants, theaters and other public facilities in Northern cities, including Chicago, Detroit, Denver, and Syracuse.

#### Brown v. Board of Education

The NAACP continued to use the courts to challenge segregation. From 1939 to 1961, the NAACP's chief counsel and director of its Legal Defense and Educational Fund was African American attorney Thurgood Marshall. After the war, Marshall focused his efforts on ending segregation in public schools.

In 1954 the Supreme Court decided to combine several cases and issue a general ruling on segregation in schools. One of the cases involved a young African American girl named Linda Brown, who was denied admission to her neighborhood school in

attend an all-black school across town. With the help of the NAACP, her parents sued the Topeka school board. On May 17, 1954, the Supreme Court ruled unanimously in *Brown* v. *Board of Education of Topeka*, that segregation in public schools was unconstitutional. This ruling extended the 1950 decision in Sweatt v. Painter that declared segregation n university graduate schools unconstitutional if the facilities were not truly equal.

Topeka, Kansas, because of her race. She was told to

One of the cases combined with Brown was Davis v. County School Board of Prince Edward County, Oliver W. Hill, the lead NAACP lawver in Virginia, helped shepherd the case through federal court and write the brief for the Supreme Court case Davis was one of many lawsuits Hill brought in Virginia in his efforts to dismantle segregation

#### Southern Resistance

The Brown decision marked a dramatic reversal of the precedent established in the *Plessy* v. *Ferguson* case in 1896. *Brown* v. *Board of Education* applied only to public schools, but the ruling threatened the entire system of segregation. Thus, it angered many white Southerners, causing them to become even more determined to defend segregation, regardless of what the Supreme Court ruled.

Although some school districts in the Upper South integrated their schools, anger and opposition was a far more common reaction to integration. Senator Harry F. Byrd of Virginia called on Southerners to adopt

#### **ANSWERS**

#### **ANALYZING SUPREME COURT CASES**

- 1. Segregation deprived African American children of equal educational opportunities. This violated the Fourteenth Amendment's guarantee of "equal protection."
- 2. The ruling provided a legal basis to overturn laws requiring segregation in other public places. It affected society outside the school experience.

"massive resistance" against the ruling, South Carolina's Strom Thurmond, who was elected to the Senate in 1954, joined Senator Byrd in helping draft the "Southerr Manifesto" in 1956. It denounced the Supreme Court's ruling as "clear abuse of judicial power" and pledged to use "all lawful means to bring about a reversal of this decision." In Georgia former restauranteur Lester Maddox, who sold his restaurant rather than serve integrating the state's public schools. Across the South hundreds of thousands of white Americans joined citizens' councils to pressure their local gove and school boards into defying the Supreme Court.

Conversely, Brown helped convince many African Americans that the time had come to challenge segregation. Medgar Evers was among those to take up the fight. Evers was born in Mississippi and fought in World War II in both Germany and France. He married while still in college, and he and his wife, Myrlie, eventually had three children.

Evers was denied admission to the University of sissippi law school in 1954. He sued for admission and, although he lost, it was the beginning of his involvement with the NAACP. Evers worked tirelessly for African American equality while he and his family faced constant threats and violence. In May 1963, his home was firebombed. The following month, on June 11. he was murdered outside his home by a mar named Byron De La Beckwith, a founder and longtime member of Mississippi's White Citizens Council

- ✓ CHECK FOR UNDERSTANDING
- 1. Examining What two types of segregation were practiced in the South?
- 2. **Describing** What techniques did the civil rights

#### **Beginning the Movement**

How was the civil rights movement a combination of local protest and government reform?

In the midst of the uproar over the Brown v. Board of Education case, Rosa Parks challenged segregation of public transportation. Jo Ann Robinson, head of a local group called the Women's Political Council, called on African Americans to boycott Montgomery's buses on the day Rosa Parks appeared in court

#### The Montgomery Bus Boycott

Several African American leaders formed the Montgomery Improvement Association to run the boycott and to negotiate with city leaders. They elected a 26-year-old pastor named Martin Luther King, Jr., to



Analyzing Visuals How does this photograph trate the boycott's effective

lead them. Dr. King encouraged the people to contin to protest but cautioned that it had to be peaceful

- violence. . . . The only weapon that we have in our hands this evening is the weapon of protest. . . . If we were incarcerated behind the iron curtains of a communistic nation—we couldn't do this. If we were trapped in the dungeon of a totalitarian regime—we couldn't do this. But the great glory of America democracy is the right to protest for right.
  - -auoted in Partina the Waters: America in the Kina Years, 1989

King's theology education and the influence of produced an emphasis on nonviolent resistance as the best way to end segregation. He urged African Americans to tell racists, "[W]e will soon wear you down by our capacity to suffer. And in winning our freedom we will so appeal to your heart and conscience that we will win you in the process." In November 1956, over a year into the boycott, the Supreme Court declared Alabama's laws requiring segregation on buses unconstitutional. After the Court's ruling, the Montgomery boycott was ended. Many other cities in the South, however, successfully resisted integrating their public transportation systems for years

The Women's Political Council, led by Jo Ann Robinson, contributed greatly to the Montgomery bus boycott's success. The group printed and distributed leaflets advertising the boycott, organized carpools, and coordinated with civil rights groups.

#### Eisenhower and the Crisis in Little Rock

President Eisenhower sympathized with the civil rights vement, yet he feared that a court ruling overt segregation would anger white voters and cost him

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#### **ANSWERS**

#### **Analyzing Visuals**

Each of the people shown here counted as someone not paying bus fare. The money lost thanks to the success of the boycott created enough economic pressure to end the city's segregation of public transit.

### CHECK FOR UNDERSTANDING

- 1. The South practiced legal segregation, such as the "separate but equal doctrine." It also practiced de facto segregation based on a long-standing tradition and a history of behavioral patterns.
- 2. The techniques include legal challenges, economic boycotts, political power, and forms of public protest such as sit-ins.

#### Reading and Writing Essentials

The Civil Rights Movement Begins This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content. AL ELL INDIVIDUAL 20 MIN

#### **Global Connections**

Dr. Martin Luther King, Jr.'s Impact Around the World Provide students with a thesis statement regarding Dr. Martin Luther King, Jr.'s, worldwide influence, appeal, and impact. For example, "Martin Luther King, Jr., greatly impacted the world with his philosophy and message." Have students conduct research to find details that support the thesis statement. Tell students to identify specific examples of how King's vision impacted the world and how each detail supports the thesis. An internet search of "the global impact of Martin Luther King Jr." will bring up several possible sources. Encourage students to share their evidence and their supporting explanations during a class discussion. INDIVIDUAL 45 MIN

#### **Background Information**

Segregation Academies In an attempt to circumvent school integration requirements set by Brown v. Board of Education and the Civil Rights Act of 1964, citizens in Southern states opened private "Segregation Academies." Between 1950 and 1965, private school enrollment in the South increased over 120%. Segregation academies included small neighborhood schools taught in homes, as well as well-funded day schools established to educate children of wealthy families. Admissions policies appeared to meet requirements set by the Civil Rights Act of 1964, but non-White students were never enrolled and funding designated for the public schools was diverted to academies as scholarships and donations.

#### **Culturally Responsive Connections**

Marginalized Voices Within the Civil Rights Movement Bayard Rustin was a lifelong activist for equality, a co-organizer of the SCLC, and the architect of the 1963 March on Washington. Rustin was also a homosexual and had former ties to Communism that affected his role in the movement. Many women participated in the grassroots efforts and did so without the recognition that prominent male leaders received. Fannie Lou Hamer and Diane Nash worked with SNCC. Jo Ann Robinson played a crucial role in the Montgomery bus boycott. They were all overshadowed by men in the movement. These women were powerful voices in their communities. Questions to Consider: How might you feel if you worked hard on something but didn't receive the public recognition you deserve because of your race, gender, sexuality, ethnicity, or belief system? (Students may say that they would feel angry or hurt; that it is unfair.) What may have been the reasons that Rustin was not a more visible figure? (Students may say that Rustin's homosexuality was a taboo topic and homosexuals were stigmatized. Cold War politics and the Red Scare would have made his ties to Communism suspect. Anyone with what would be perceived as negative characteristics would be kept at a distance from the movement.) Why do you think these women, and other women, were not so publicly acknowledged? (Students may say that there was still a lot of sexism. Think of some ways that you or your family have been discriminated against. If comfortable, share how discrimination may have affected you or your family and how it made you feel. (Students may not be willing to share; answers will vary.) WHOLE CLASS 20 MIN

#### HISTORICAL THINKING SKILLS

Evaluating the Little Rock Crisis After students have read "Eisenhower and the Crisis in Little Rock," introduce the Guiding Question: "How was the civil rights movement a combination of local protest and government reform?" Facilitate a brief class discussion on the role the state and federal governments played in Little Rock. Then, conduct another brief discussion on the role played by citizens and local protest during the event. Ask students to provide specific evidence during each discussion. As a class, write an answer to the Guiding Question in regard to the Little Rock crisis. WHOLE CLASS 25 MIN

#### Differentiate the Activity

Drawing Conclusions About the Little Rock Crisis Direct students to develop a thesis responding to the Guiding Question: "How was the civil rights movement a combination of local protest and government reform?" and one paragraph defending their thesis. Remind students to cite evidence from their learning to support their thesis. You may use the Argumentative Writing rubric in your online course to assess student work. BI INDIVIDUAL 35 MIN

#### HISTORICAL THINKING SKILLS

Interpreting Little Rock and Emmitt Till After students have completed reading "Eisenhower and the Crisis in Little Rock" and the Emmett Till biography, refer students back to the definitions of de jure segregation and de facto segregation. Allow students to return to the text regarding de jure and de facto segregation, if necessary. Facilitate a class discussion that requires students to consider whether the Little Rock school integration and the attack on Emmett Till are examples of de jure or de facto segregation and the outcomes of each situation. This may also require students to use their prior learning on past topics such as Jim Crow laws. WHOLE CLASS 25 MIN

#### Digital Option

Creating a Podcast on Civil Rights Events Instead of a class discussion, organize students into small groups and have groups create a podcast on the Little Rock Crisis and Emmett Till and how these topics apply to de jure and de facto segregation. SMALL GROUP 45 MIN

#### EMMETT TILL (1941-1955)

Emmett Till was born in Chicago on July 25, 1941, to working-class parents. In August of 1955 Till, then 14, traveled from his home in the South Side of Chicago to Money, Mississippi, to visit family. While there, he and his cousins visited a country store where he allegedly flirted with Carolyn Bryant, the store owner's white wife.

TILL'S MURDER When Roy Bryant, Carolyn Bryant's husband, learned of the incident, he and his half brother, J.W. Milam, went to the home of Moses Wright, Till's great-uncle, and kidnapped the boy at gunpoint. They beat him, shot him, then weighed his body down before throwing it into the Tallahatchie River. Moses Wright reported Till's disappearance to the police, and Roy Bryant and Milan were arrested the following day—August 29. Mamie Till Bradley, Emmett's mother, kept her son's casket open at his funeral so everyone could see the brutality he had suffered



THE TRIAL Roy Bryant and Milam stood trial on September 19, 1955. Moses Wright identified the two men as the kidnappers. After hearing evidence over four days, the all-white, all-male jury took only about an hour to find Bryant and Milam not guilty. The two later sold their story to Look magazine, admitting to the murder and even bragging that they had delivered Southern justice to protect white womanhood. Late in her life, Carolyn Bryant admitted she had lied in court about Till's actions. The anger African American's felt over Till's murder was another critical motivational point for many who joined the years-long protest and action of the civil rights movement.

Analyzing How does Emmett Till's death and trial show the injustice of the Jim Crow South?

reelection. The military, however, was one area he was comfortable pushing through desegregation. In 1948 President Truman had issued Executive Order 9981, which called for the full integration of all branches of the military, but the military had been slow to comply. In response, Eisenhower ordered navy shipyards and veterans' hospitals to desegregate.

At the same time, Eisenhower disagreed with using protests and court rulings. He believed segregation and racism would end gradually as values changed. With the nation in the midst of the Cold War, he worried that challenging white Southerners might divide the nation Publicly, he refused to endorse the Brown v. Board of Education decision, remarking, "I don't believe you can change the hearts of men with laws or decisions However, Eisenhower knew he had to uphold the authority of the federal government, and became the first president since Reconstruction to send troops into the South to protect the rights of African Americans

In September 1957 the school board in Little Rock. Arkansas, was under a federal court order requiring that nine African American students be admitted to Central High. The governor of Arkansas Orval Faubus, determined to win reelection, began to campaign as a defender of white supremacy. Faubus ordered troops from the Arkansas National Guard to prevent the nine students from entering the school. As the National Guard troops surrounded the school, an angry white mob gathered to intimidate students.

Faubus had used the armed forces of a state to oppose the federal government—the first such challenge to the Constitution since the Civil War Fisenhower knew that he could not allow Faubus to defy the federal government. After a conference between Eisenhower and Faubus proved fruitless, the district court ordered the governor to remove the troops. Instead of ending the crisis, however, Faubus simply left the school to the mob of segregationists. After the African American students entered the building, angry whites beat at least two African American reporters and broke many windows

The violence convinced Fisenhower that federal hority had to be upheld. He immediately ordered the U.S. Army to send troops to Little Rock and federalized the Arkansas National Guard. By nightfall more than 1,000 soldiers of the 101st Airborne Division had arrived. By 5:00 A.M., the troops had encircled the school, bayonets ready. A few hours later the nine African erican students arrived in an army station wa and walked into the high school. Federal authority had been upheld, but in September 1958, one year after Central High was integrated. Faubus closed Little African American students to attend school

The same year that the Little Rock crisis began, Congress passed the Civil Rights Act of 1957—the first civil rights law since Reconstruction—to protect the right of African Americans to vote. Eisenhower believed

#### **ANSWERS**

#### **BIOGRAPHY**

Till was murdered by citizens outside the legal process for flirting with a white woman. His killers were freed by an all-white, male jury that only deliberated for about an hour. This showed that the legal system was not equally applied to African American victims or to whites being accused of crimes.

firmly in the right to vote and in his responsibility to protect voting rights. He also knew that if he sent a civil rights bill to Congress, conservative Southern Democrats would try to block the legislation. In 1956 he sent the bill to Congress, hoping not only to split the Democratic Party but also to convince more African Americans to vote Republican.

Several Southern senators tried to stop the Civil Rights Act of 1957, but Senate majority leader Lyndon Johnson put together a compromise that enabled the act to pass. Although its final form was much weaker than originally intended, the act still brought the power of the federal government into the civil rights debate. It created a Civil Rights Division within the Department of Justice and gave it the authority to seek court injunctions against anyone interfering with the right to vote. It also created the United States Commission on Civil Rights to investigate any denial of voting rights. After the bill passed, the Southern Christian Leadership Conference (SCLC)—a group that had been founded to help organize the Montgomery bus boycotts-announced a campaign to register 2 million new African American voters.

✓ CHECK FOR UNDERSTANDING

Explaining How did President Eisenhower respond to the crisis in Little Rock, Arkansas?

#### **Challenging Segregation Across the South**

What were the goals of the Student Nonviolent Coordinating Committee?

In the fall of 1959 four young African Americans—Joseph McNeil, Ezell Blair, Jr., David Richmond, and Franklin McCain—enrolled at North Carolina Agricultural and Technical College, an African American college in Greensboro. The four freshmen often talked about the civil rights movement. In January 1960 McNeil suggested a sit-in. "All of us were afraid," Richmond later recalled, "but we went and did it."

On February 1, 1960, the four friends entered the nearby Woolworths department store. They purchased school supplies and then sat at the whites-only lunch counter and ordered coffee. When they were refused service. Blair asked, "I beg your pardon, but you just served us at [the checkout counter. Why can't we be served at the counter here?" The students stayed at the counter until it closed. They then stated that they would sit there daily until they got the same service as white customers. They left the store excited. McNeil recalled, "Liust felt I had powers within me, a nan strength that would come forward."

McCain noted, "I probably felt better that day than I've ever felt in my life."

#### The Sit-In Movement

News of the daring sit-in spread quickly. The following Woolworths determined to sit at the counter until served. By the end of the week more than 300 students were taking part. The sit-in proved to be a dramatic protest technique for civil rights that caught the public's attention. Within two months, sit-ins had spread to 54 cities in nine states. They were staged at segregated stores, restaurants, hotels, and movie theaters. By 1961, sit-ins had been held in more than 100 cities. The sit-in movement brought large numbers of college students into the civil rights struggle. Many were discouraged by the slow pace of desegregation. Sit-ins offered them a way to dictate the pace of change.

At first, the leaders of the NAACP and the SCLC were nervous about the sit-in campaign. Those conducting sit-ins were heckled, punched, kicked, beaten with clubs, and burned with cigarettes, hot coffee, and acid. Most practiced nonviolence in response. Many, including Rosa Parks, participated in nonviolence training at the Highlander Folk School in Tennessee. This school, founded by Myles Horton played an important role in teaching skills and providing inspiration to many civil rights activists

Urged on by former NAACP official and SCLC executive director Ella Baker, students established the Student Nonviolent Coordinating Committee (SNCC) in 1960. Baker organized a conference at Shaw University in Raleigh, North Carolina, to encourage formation of the group and plan future efforts. She believed that young activists would bring new energy into the movement. African American college students from all across the South made up the majority of SNCC's members. Many whites also joined. SNCC became an important civil

Volunteer Robert Moses urged SNCC to start helping rural Southern African Americans who often faced violence if they tried to register to vote. Many SNCC volunteers, including Moses, bravely headed south as part of a voter education project. During a period of registration efforts in 1964 known as Freedom Summer, the Ku Klux Klan brutally murdered three SNCC workers with the complicity of local officials

SNCC organizer Fannie Lou Hamer was victed from her farm after registering to vote Police arrested her in Mississippi as she was returning from a voter registration workshop in 1963. and the police beat her while she was in jail. She still went on to help organize the Mississippi Freedom Democratic Party and challenged the legality of the state's segregated Democratic Party at the 1964

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#### **ANSWERS**

**✓** CHECK FOR UNDERSTANDING

Eisenhower was slow to use national guard troops to force desegregation in Little Rock. He took action after violence in the city made it difficult for him to ignore the problem any longer.

#### HISTORICAL THINKING SKILLS

**Identifying Effects of Civil Rights Organizations** Organize students into small groups and assign each group one of the civil rights organizations introduced in the lesson. You may want to include CORE, SCLC, SNCC, and the NAACP. Instruct each group to write a summary of the effects and impact of their assigned organization. Assign students to new groups, this time asking the group to research the role played by an individual associated with the civil rights organizations examined before. Each member of the group should share the summary while the other members take notes. SMALL GROUP 45 MIN

#### HISTORICAL THINKING SKILLS

**Identifying Themes During the Civil Rights Era** Organize students into small groups and have the groups construct a time line of the major events from the lesson. Under each event, ask students to write words related to that event. For example, the Montgomery bus boycott may have words such as "desegregate" and "transportation." Once students have at least three to five words listed for each event, direct students to find commonalities and connections between events. Encourage a group discussion on these themes and how they are repeated throughout the lesson. SMALL GROUP 45 MIN

#### GO ONLINE History & Geography Activity

The Freedom Riders This worksheet examines how the Freedom Riders challenged interstate bus segregation by intentionally using buses to cross state lines from states that did not enforce segregation into states that did. The worksheet explains the legal situation that was being challenged by the Freedom Riders and then examines how they strategized to intentionally break the law. BI INDIVIDUAL 20 MIN

#### **▼ GO ONLINE** Video and Video Response Activity

The Freedom Rides This video explains the history of the Freedom Rides protest movement and some of the important individuals who helped plan this effort. The video shows how the Freedom Riders overcame their fears to keep demanding equality. The response activity includes questions or activities that accompany the video for discussion and to check student comprehension INDIVIDUAL 23 MIN

#### **REVIEW**

#### **Special Needs**

Strategy: Dysgraphia Students with dysgraphia benefit from scaffolds when preparing written work. Prior to assigning students written products, such as Informative Writing tasks, provide them with a scaffold to plan their writing, including a place to identify an event from the sit-in movement and details about participants, goals, or achievements of that event. Many dysgraphic students are self-conscious about their handwriting so you may wish to provide these students with the opportunity to type their answers instead of handwriting them.

#### ■ GO ONLINE Review & Apply Activity

The Civil Rights Movement Begins Assign the Review and Apply Activity to help students summarize lesson content. INDIVIDUAL 20 MIN

#### **Self-Check Quiz** Self-Check Quiz

The Civil Rights Movement Begins Assign students the Self-Check Quiz to help them assess their progress. The ungraded guiz consists of 10 multiple-choice questions that focus on the main learning objectives of the lesson and provide instant feedback to the student. INDIVIDUAL 15 MIN

### **ASSESS**

#### **№** GO ONLINE Lesson 3 Quiz

Assessing Student Understanding Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. INDIVIDUAL 20 MIN



m Riders traveling from Washington, D.C., to New Orleans whose bus set on fire by a white r they arrived in Anniston, Alabama, in May 1961. Analyzing Perspectives Why might it be important for

#### The Freedom Riders

Despite rulings outlawing segregation in interstate bus service, bus travel remained unintegrated in much of the South, including Alabama. Alabama's governor, John Patterson, was known to be in favor of segregation. As attorney general of the state, he had banned NAACP activity in Alabama, and he had fought the bus boycotts

white volunteers who became known as Freedom Riders boarded several southbound interstate buses These buses were met by angry white mobs in Anniston, Birmingham, and Montgomery, Alaban The mobs slit bus tires and threw rocks at the windows. In Anniston, son one bus. Fortunately, no one was killed.

In Birmingham riders emerged from a bus to face a gang of young men armed with baseball bats. chains, and lead pipes. The gang beat the riders viciously. Birmingham public safety commissioner Theophilus Eugene "Bull" Connor claimed that there had been no police at the bus station because it was Mother's Day, and he had given many officers the day off. FBI evidence later showed that Connor told the local Klan to beat the riders until "it looked like a bulldog got a hold of them." The violence made African Americans in the South

#### Kennedy's Civil Rights Response

While campaigning for the presidency in 1960, John F. Kennedy made promises to support civil rights, Civil rights leaders, such as NAACP executive director Roy Wilkins, urged Kennedy to support civil rights

avoid strong actions supporting racial equality. He wanted to keep the support of Southern senators get other programs through Congress, Kennedy's esponse disappointed civil rights leaders

legislation after taking office, but Kennedy tried to

Kennedy supported civil rights in other ways. He appointed Thurgood Marshall to a federal judgeship on the Second Circuit Appeals Court in New York Kennedy also created the Committee on Equal ment Opportunity (CEEO) and allowed the Justice Department, run by his brother Robert, to actively support the civil rights movement. The department tried to help African Americans vote by filing lawsuits across the South

After the Freedom Riders were attacked in Montgomery, both Kennedys publicly urged the civil rights protesters to have a "cooling off" period, CORE leader James Farmer rejected the idea and To stop the violence, President Kennedy made a dea with Mississippi senator James Eastland. As a result. violence occurred when buses arrived in Jackson, but Kennedy did not protest the riders' arrests.

When Thurgood Marshall learned that the cost o bailing the Freedom Riders out of jail used up most of CORE's funds, he offered Farmer the use of the NAACP Legal Defense Fund's bail-bond account to keep the rides going. When President Kennedy found that the Freedom Riders were still active, he ordered the Interstate Commerce Commission (ICC) to tighter its regulations against segregated bus terminals, and Attorney General Robert Kennedy ordered the Justice Department to take legal action against Southern cities that maintained segregated bus terminals. By late 1962, the committed work of activists began eliminating segregated interstate bus travel.

#### ✓ CHECK FOR UNDERSTANDING

- Making Connections What were the goals of the Student Nonviolent Coordinating Committee?
- 2. Summarizing How did the Kennedy administration's Justice Department help the civil rights movement?

- Informative Writing Assume the role of a journalist at a college newspaper in 1960. Write an article for the newspaper describing the sit-in movement, including its participants, goals, and achievements
- Presenting Work in groups of four to research, write, and present brief monologues describing various events and milestones of the civil rights research. Each monologue should be written. various events and inhiestones on the clivin ignarian movement. Each monologue should be written and presented from the perspective of an actual participant. Ask your classmates to take notes for an after-presentation class discussion. Prepare at least two discussion questions for each event presented

#### **ANSWERS**

#### **Analyzing Perspectives**

Photojournalists took pictures of the violence against the Freedom Riders, providing evidence of the violent tactics used by white segregationists and giving the events national coverage. Without the press providing these eyewitness accounts, the federal government and the American people would have had less information about the protests and been less motivated to support civil rights activists.

#### ✓ CHECK FOR UNDERSTANDING

- 1. The goals of SNCC were spearheading sit-ins and helping rural African Americans register to vote.
- 2. President Kennedy appointed African Americans to high-level government positions and allowed the Justice Department to actively support the civil rights movement.

#### **LESSON ACTIVITIES**

- 1. Students' articles should describe the sit-in movement's goals and achievements. They should include names and quotations from participants. They should also describe the experience of a sit-in and how participants felt as they confronted those trying to preserve segregation.
- 2. Results should relate to material covered in the lesson and indicate a reasonable amount of preparation.

#### **Challenging Segregation**



#### The Civil Rights Act of 1964

What were the causes and effects of the Civil Rights Act of 1964?

During the civil rights movement, the U.S. Congress passed two pieces of civil rights legislation before passing the historic Civil Rights Act of 1964.

President Eisenhower signed the first act on September 9, 1957. It tried to protect voting rights and created the Civil Rights Division within the Justice Department, The U.S. Commission on Civil Rights was also created to investigate accusations of voter infringement. On May 6, 1960, Eisenhower signed a new law that extended the life of the Civil Rights Commission and strengthened other elements in the 1957 law

But neither of these laws gave the federal government enough authority to enforce the spirit of the law. Civil rights activists continued planning protests that increased the pressure on Washington, D.C. Martin Luther King, Jr., Ralph Abernathy, Fred Shuttlesworth, and other activists made Birmingham, Alabama, the focus of a massive effort to expose and end the city's network of separate and unequal laws that discriminated against its

#### The Birmingham Campaign

The protests in Birmingham began in March 1963, but the momentum was slow, and the nation did not immediately pay attention. Birmingham police first arrested Dr. King and other activists in mid-April for marching without a mit. While King sat in jail, eight of the city's religious leaders wrote to the



The water pressure of the fire hoses used against protesters could be intense enough to lift people into the air, roll bodies down the street, and rip the shirts

Analyzing Visuals Why is this photograph unsettling?

GO ONLINE Explore the Student Edition eBook and find interactive maps, time lines, and tools

#### **ANSWERS**

#### **Analyzing Visuals**

The photograph is unsettling because those being sprayed are defenseless, huddled together, and trying to protect one another from the blast. There is nothing in the photo to explain why the fireman is spraying the individuals. It is unsettling because firemen are meant to protect people, not harm them.

#### **READING STRATEGY**

Possible answers:

The Birmingham Campaign: Further motivated civil rights activists; arrests of African American children protestors; further white violence against African Americans, including bombings and police dog attacks; prompted Kennedy to send troops to enforce desegregation of schools and make George Wallace stand down; led to Kennedy's announcement of support for new civil rights legislation in 1963.

The Civil Rights Act of 1964: Made segregation illegal and banned racial discrimination in places of public accommodation; regulated private employers; expanded political rights and economic opportunities by banning discrimination based on race, religion, sex, and national origin.

**Selma March:** Increased pressure on the president and Congress; drew nation's attention to white violence and prompted President Johnson to both protect marchers with federal troops and introduce voting rights law.

The Voting Rights Act of 1965: Authorized the federal government to protect citizens attempting to register to vote; suspended literacy tests and other discriminatory practices; prompted new voter registration of a quarter million African Americans; led to increase of African American members of Congress.

#### **LESSON 04 · LEARN THE EVENTS**

### **Challenging Segregation**

### **ENGAGE**

#### HISTORICAL THINKING SKILLS

**Determining Context for Challenging Segregation** Tell students that in this lesson they will learn about the causes and effects of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Ask students to organize into small groups to discuss what they already know about the civil rights movement, and what they want to know, about the causes and effects of these two important pieces of legislation. Encourage them to consider how local protest and government reform might continue to be used in concert to effect substantial change in both social customs and legal provisions. Invite groups to share their ideas with the class. SMALL GROUP 10 MIN

#### **TEACH**

#### **Culturally Responsive Connections**

Protests Met With Violence Throughout the civil rights movement sit-ins at lunch counters, the Selma March, and more—violent acts were perpetrated against peaceful protesters who did not carry weapons and often linked arms in solidarity and strength. Have students look at the image at the beginning of the lesson of a firefighter using high-pressure fire hoses on a group of protesters. Questions to consider: What do you think the protesters were thinking and feeling in that moment? (Students may say that protesters were thinking that they shouldn't have come; they were in danger. Protesters were likely feeling scared, and pain as the force of the water hit them.) How do you think the photographer who was capturing this moment was feeling? (Students may say that the photographer felt uncomfortable, outraged, or sad.) How would you feel about protesting something that you strongly believe in? (Students might say that they would feel proud, righteous, satisfied.) If your protest was met with violence and was captured in photographs or on video, what might be some of the impacts of sharing them? (Students may say that seeing violence against protesters creates a solidarity in the community to stand by their neighbor. Viewing violence against protesters might sway a community to join the cause. Students may say that it would be difficult for people to watch.) WHOLE CLASS 20 MIN

#### **Special Needs**

Activity: Processing Speed Deficit Students with Processing Speed Deficits benefit from the use of sticky notes to encourage active reading. Provide them with sticky notes that have the important events from the movement challenging segregation, such as Civil Rights Act of 1964, The Birmingham Campaign, The March on Washington, The Selma March, and The Voting Rights Act of 1965. As students read the lesson, have them place the sticky note where the event is mentioned and note details about the effect of each. Once they have completed their reading, have them use the sticky notes to compile their findings in the Reading Strategy graphic organizer. INDIVIDUAL 20 MIN

#### Guided Reading Activity

Challenging Segregation Assign the Guided Reading Activity to help students develop critical reading skills and create study notes as they answer questions about the main ideas of the lesson. AL ELL INDIVIDUAL 20 MIN

#### **LESSON 04 · LEARN THE EVENTS**

#### HISTORICAL THINKING SKILLS

Identifying Cause and Effect of the Birmingham Campaign Call students' attention to the efforts of activists in Birmingham. Ask: Why do you think the children's marches grew so quickly? (Possible answer: The youth were motivated by Dr. King's speeches and example. They were seeking a way to actively participate against segregation in a nonviolent way. They were tired of the racist violence in their city.) What do you think was the effect of reports and images of police arresting young African Americans and targeting them with fire hoses and police dogs? (Students may say that these reports and images brought new attention to the civil rights movement and galvanized activists to continue their protests.) WHOLE CLASS 5 MIN

#### HISTORICAL THINKING SKILLS

Analyzing Change with a Time Line Remind students that history is a series of causes and effects that happen over time in a sequence. Putting events in sequential order often reveals a relationship between them and allows historians (and students of history) to analyze change. Explain that drawing a time line when sequencing helps arrange information in a logical order so that it might be evaluated more effectively. Invite students to create a time line of key events in the civil rights movement. Ask: What should you consider as you develop a time line of the events challenging segregation? (Possible answers: the time span to cover, the intervals to use, the key events to profile, the correct chronological order of these events) Students should draft a version of the time line and add to it as they move through the lesson. INDIVIDUAL 20 MIN

#### Digital Option

Multimedia Time Line Invite students to translate their time line into a multimedia display. If you have a school website, ask students to post their time lines and add commentary about the causes and effects of the civil rights movement. INDIVIDUAL 40 MIN

#### **English Learners Scaffold**

#### **Summarizing Kennedy's Action**

#### **Entering and Emerging**

Read the section "Kennedy Takes Action" aloud to students. Pause at the end of each paragraph to clarify meaning and check for comprehension. Write difficult terminology on the board. Then, ask students to read the page themselves and check for improved comprehension.

#### **Developing and Expanding**

Read the "Kennedy Takes Action" section aloud to students, asking them to listen without following along in their textbooks. Then, read the section again, pausing to ask students about details from the reading. If students are having trouble answering, walk them through the text and show them where the answer is.

#### **Bridging and Reaching**

Place students in pairs, and have them alternate reading paragraphs from the text to each other. When one student finishes reading a paragraph, the other student should summarize, in one sentence, what she or he heard. ELL SMALL GROUP 10 MIN

Birmingham Times, describing the protests as untimely and unwise. This letter is sometimes called "A Call for Unity." The protests in Birmingham seemed like they might fall apart before they truly started.

While Dr. King was in solitary confinement, he responded to the criticism by writing in the margins of newspapers and scraps of paper and paper towels.
King's lawyer smuggled this series of notes out of the jail and published them as the "Letter from Birmingham Jail." King wanted to motivate his fellow activists to continue resisting Birmingham's segregated society and to persuade government leaders in Washington, D.C., to support new civil

Birmingham activists increased the pressure on American children at the front of the protests. In May 1963 children began marching daily through the streets of Birmingham singing "We Shall Overcon They were arrested for lacking city-granted parade permits and were quickly taken off the streets and into waiting police vans. But the continuing waves of children overwhelmed the city's police. The number of children marching grew larger each day, and the city ran out of police vans. School buses were called into service to transport each day's new crowd to the jail, but the jail cells quickly overflowed. The Birmingham police then used fire department water hoses and police dogs to hold back the youth. King sent a telegram asking President Kennedy: "Will you permit . . violence in Birmingham to threaten our lives and deny our rights?"

Birmingham's brutal reputation was firmly established after World War II, as African Amfamilies began moving into formerly all-white neighborhoods. Segregationists responded by bombing their homes, businesses, and church Newly desegregated neighborhoods were targeted so often that one became known as "Dynamite Hill," and Birmingham was nicknamed "Bombingham." The violence culminated in 1963 when Addie Mae Collins Cynthia Wesley, Carole Robertson, and Carol Denise McNair were killed and more than 20 other churchgoers were injured in the bombing of the 16th Street Baptist Church. It took more than three decades to bring all the perpetrators to justice.

#### **Kennedy Takes Action**

Events in Alabama grew more tense. At his inauguration as Alabama's governor, George Wallace stated, "I draw the line in the dust and toss the gauntlet before the feet of tyranny. And I say, Segregation now! Segregation tomorrow Segregation forever!

On June 11, 1963. Wallace stood in front of the

two African Americans from enrolling in the school Federal officials ordered Wallace to move away from the door. When Wallace refused, President Kennedy sent troops from the Alabama National Guard to help the officials. Wallace stepped down to avoid an outbreak of violence

That same night, President Kennedy announced on national television his support for a new civil rights bill that was moving through the House of Representatives and the Senate

66 It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But

This is not a sectional issue. Difficulties over egregation and discrimination exist in every city, in every State of the Union . .

I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public-hotels, restaurants, theaters, retail stores, and similar establishments.

—President John F. Kennedy's speech on civil rights, June 11, 1963

Kennedy's action encouraged the activists who had worked so hard in Birmingham. They knew, however, that moving an effective civil rights bill through Congress would be a slow and difficult political process.

Hours after Kennedy's address, a white segregationist murdered civil rights activist Medgar Evers in Mississippi, Evers had been the National Association for the Advancement of Colored People's (NAACP) first field secretary in Mississippi. He had helped organize voter registration efforts and



Martin Luther King, Jr., acknowledges the crowd at the

#### **S** GO ONLINE Additional Resources

Adaptive Learning with SmartBook A proven adaptive learning program, SmartBook offers an interactive environment that helps students learn faster, study more efficiently, and retain more knowledge.

Assign this resource to differentiate instruction for students and report on year-long progression.



#### **JAMES FARMER (1920-1999)**

graduated from Florida's Bethune-Cookman Institute and worked as a teacher. His father, James Farmer, Sr., was a Methodist preacher with a doctorate degree in theology and taught at the historic black educational institute Wiley College. James Farmer graduated from Wiley College in 1938 when he was just 18. He earned a second degree in Divinity from Howard University in 1941. Farmer was very aware of the segregationist policies surrounding him as he grew up, and he formed an early commitment to end such discrimination. While studying at Howard, Farmer also grew interested in nonviolent methods of protest to create social change. He was a conscientious objector during World War II.

ACTIVISM IN ACTION During World War II, Farmer helped found the Congress of Racial Equality (CORE) in Chicago, Illinois. A key principle of CORE, according to Farmer, was that it was led by regular citizens instead of experts. and it took direct action against segregation through nonviolence. One of CORE's largest direct-action efforts was the Freedom Rides in 1961 to force integration on interstate bus travel. Farmer himself was one of the riders jailed in Jackson, Mississippi, in 1961.

BIG SIX As a leader of CORE. Farmer was considered one of the "Big Six" (SCLC), John Lewis of the Student Nonviolent Coordinating Committee (SNCC), Roy Wilkins of the NAACP, Whitney Young of the National Urban

Understanding Significance What leadership role did Farmer play in the civil

boycotts. Evers was seen by many to be a martyr of the civil rights movement

#### The March on Washington

Civil rights leaders searched for a way to speed the legislative process while also growing national support. When A. Philip Randolph suggested a march on Washington D.C. Bayard Rustin was named Deputy Director of the event and began the process of planning and organizing the march

On August 28, 1963, more than 200.000 demonstrators of all races converged on the nation's capital. The audience heard speeches and sang hymns and songs as they gathered peacefully near the Lincoln Memorial. The most memorable moment was Dr. King's "I Have a Dream" speech describing his vision of freedom and equality for all Americans.

66 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, the 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 my four little children will judged by the color of their skin but by the content of their character. 93

—Martin Luther King, Jr., from the "Address in Washington," August 28, 1963

That speech and the dignity of the March on Washington built momentum for the civil rights bill that was already being debated In Congress. The bill's opponents continued to slow down the bill, dragging out their committee investigations and using procedural rules to delay votes.

#### Legislative Delays

President Kennedy was not able to push the civil rights legislation to a final vote before his shocking

martyr a person who sacrifices greatly or perhaps gives their life for the sake of important principles

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#### **ANSWERS**

#### **BIOGRAPHY**

As a founder of CORE, Farmer helped organize direct citizen action against segregation, including marches such as the pivotal March on Washington in August of 1963.

#### Reading and Writing Essentials

Challenging Segregation This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content. AL ELL INDIVIDUAL 20 MIN

#### CIVICS SKILLS

Civic Participation to Prompt Legislative Change Invite students to consider the effects of citizens organizing and participating in large marches and other types of protest. Ask: What details about the March on Washington encouraged more public support for the civil rights movement and put pressure on Congress to act on the civil rights bill? (Answers will vary, but students should recognize that the march involved a large number of people, both African American and white. The great number and diversity of the crowd showed that there was already large public support for the cause.) WHOLE CLASS 5 MIN

#### SPEAKING AND LISTENING SKILLS

Listening to a Speech Play an audio recording of Dr. King's speech, including the excerpt shown in the text. (Alternatively, invite a volunteer to read aloud the excerpt with appropriate intonation and feeling.) Ask: Why do you think Dr. Martin Luther King, Jr.'s, "I Have a Dream" speech is considered one of the greatest speeches in U.S. history? (Answers will vary, but students should note both Dr. King's message and his rhetorical and oratorical skill. They should also be aware of the power and majesty of his oratory and how it related to the struggle for equality.) In his speech, what does Dr. King refer to? (He dreams of a day when all Americans will have full freedom and equality.) WHOLE CLASS 10 MIN

#### **Background Information**

Centuries of Challenging Discrimination More than three centuries of resistance to oppression constructed the foundation of what historians call the civil rights movement. From the time enslaved Africans were first brought against their will to the Americas, they fought for freedom. Enslaved people resisted in hundreds of ways, including revolts and daring escapes, illegally teaching themselves to read, and illegally meeting in the night to worship together. Free African Americans worked hard for their own rights as citizens and for the freedom of those still enslaved. They formed abolition societies and, with the help of white neighbors, the Underground Railroad. The first school integration suit was not Brown v. Board of Education; Benjamin Roberts sued the city of Boston on behalf of his daughter Sarah in 1848. In 1854, Elizabeth Jennings sued the Third Avenue Railroad Company for its refusal to let her ride on the New York horse cars and won. The work for civil rights continues to the present day. In the summer of 2018, Rev. Dr. William Barber II, Rev. Dr. Liz Theoharis, and others, called for continued change as they launched the Poor People's Campaign, a movement modeled after the 1968 campaign of the same name that was originally organized by Dr. Martin Luther King, Jr., and the SCLC. The new movement has picked up where King and others left off, protesting against racism, poverty, and other related oppressions.

#### WRITING SKILLS

Narrative Writing About Civil Rights Remind students that when Lyndon Johnson was a senator, he helped pass civil rights legislation by compromising with Southern senators and weakening provisions. Have them imagine that they are civil rights activists in 1963. Tell them to write a letter to another activist, expressing how they feel about the movement's chances of success after Kennedy's assassination and Johnson's ascension to the presidency. (Student letters will vary but may include feelings of despair over the assassination and fear that the movement will suffer as a result.) INDIVIDUAL 25 MIN

#### Differentiate the Activity

Integrating Information About Political Process Challenge students to write a response from Johnson, a follow-up narrative that includes information describing what President Johnson actually did to get congressional support for the Civil Rights Act of 1964, and the role of Southern Democrats in Congress in opposing the legislation. BL INDIVIDUAL 40 MIN

#### CIVICS SKILLS

Understanding Laws and Legislative Process Have students read the text and summarize the actions taken by President Johnson and the congressional procedures used to debate the passage of the Civil Rights Act of 1964. Ask: What is a filibuster and how was it used during the legislative process? Why? (A filibuster occurs when senators take turns speaking in order to prevent a vote from taking place. It was used to prevent voting on the Civil Rights Act of 1964 for two months. Senators who opposed the bill coordinated the filibuster in an attempt to delay the vote. They hoped that if it was delayed long enough, public support for the bill might wane.)

WHOLE CLASS 5 MIN

#### **Active Classroom Activity**

Snowball Discussion To facilitate deeper discussion and provide reinforcement of the lesson content, provide students with an organized structure for peer learning interaction. Give them ten minutes to review the lesson content and determine a few key ideas about the tactics used and the events that occurred in challenging segregation. Have them record these key ideas in the Tree Diagram graphic organizer available in your online course. Then, have students meet in pairs to share and discuss their graphic organizers. Encourage peer instruction and learning. Afterward, have two pairs of students join to form groups of four. The instructing and learning process repeats, with students adding to their graphic organizers. Groups of four then join to become groups of eight, and so on, until the entire class is engaged in peer sharing. Hold a quick debriefing discussion, asking students to share what they learned at each stage of the activity. SMALL GROUP 30 MIN

#### **™** GO ONLINE History & Civics Activity

The Civil Rights Act of 1964 This worksheet provides a closer examination of the legislative language and structure of the Civil Rights Act of 1964. Students conduct a primary source analysis of important segments of the legislation. BL INDIVIDUAL 20 MIN

assassination in November 1963. Vice President Lyndon Johnson—a former member of the Senate Democrats—became president. Johnson had helped pass the Civil Rights Acts of 1957 and 1960 but only by weakening their provisions through compromises with other Southern senators.

On November 27, 1963, the newly sworn-in President Johnson spoke to a joint session of Congress. Johnson pledged to continue Kennedy's work and made the passage of a new civil rights bill a key piece of honoring Kennedy's legacy.

The bill, however, was stuck in the House of Representatives Rules Committee—where all House versions of bills must begin. The chairman of the Rules Committee, Howard W. Smith of Virginia, was a determined segregationist and had effectively blocked civil rights bills since 1955. This delaying tactic was a key component of the Southern Democrats anti-civil rights strategy. They believed that if they could hold up legislation long enough, frustrated civil rights activists might initiate more violent militant actions, causing a backlash against desegregation and diminishing the public passion for Kennedy's memory.

While Southern senators worked openly to oppose the civil rights bill, many of them realized that they were fighting a losing battle against changes that would soon transform the nation.

66 I believe the Negro has been imposed upon. He has been subjected to indignities. But we shouldn't upset the whole scheme of constitutional government and expect people to swallow laws governing their most intimate social relations. The tempo of change is the crux of the whole matter. Any realist knows that the 'separate but equal' doctrine is finished.

> Senator Richard Russell, Congressional Record, August 1963

The civil rights bill passed the House of Representatives in February 1964. It then moved to the Senate, where the bill's opponents used another tactic to delay passage.

Democrats used the **filibuster**, a tactic in which senators speak continuously to prevent a vote. On March 30, the full Senate began its debate on the legislation. To carry out the filibuster, the bill's opponents divided themselves into three teams. One team controlled the debate on the Senate floor, then passed off speaking time to another team. Each day a new team took over from the senators who spoke on the previous day, while another group rested.

filibuster an attempt to kill or delay a bill by having a group of senators take turns speaking continuously so that a vote cannot take place

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Southern Senators including (I to r) Sam Ervin, James Eastland, Allen Ellender, Harry Byrd, and Olin Johnston meet before a Senate session to plan their strategy to filibuster the Civil Rights bill in March 1964.

Analyzing Visuals Based on the Senators' expression, what attitude toward the filibuster did they hold?

Democrats held onto the debate for the next 60 days. The key members of this so-called Southern Resistance group included Sam Ervin of North Carolina, John Stennis and James Eastland from Mississippi, Richard Russell from Georgia, Spessard Holland from Florida, Allen Ellender and Russell Long from Louisiana, A. Willis Robertson from Virginia, and Strom Thurmond from South Carolina.

While the filibuster was going on, Senator Hubert Humphrey of Minnesota, the Democrat Whip, was working against his more conservative-leaning Southern party members to get the 67 votes needed to achieve cloture—the procedure needed to end a filibuster debate and force a vote. Illinois Senator Everett Dirksen also tried to increase the chances of compromise by introducing a revised version of the Senate bill that weakened the scope of the federal government's regulations on private businesses and civil rights.

On June 10, the Senate voted 71 to 29 to stop the filibuster delay and call a final approval vote. The Senate then easily passed Dirksen's revised bill.

cloture a motion that ends debate and calls for an immediate vote

led a of the lind the leaves (Repeat Angust 14, 1962) in Congressional Reco

#### **ANSWERS**

#### **Analyzing Visuals**

They appear determined but not concerned. Senator  $\mbox{\it Ervin}$  appears pleased about the plans.

On July 2, 1964, Johnson signed the final version of the Civil Rights Act of 1964 into law

#### The Law Changes the Nation

The Civil Rights Act of 1964 was the most comprehensive civil rights law ever enacted by Congress. The law made segregation illegal in most places and banned racial discrimination in places that served the general public, specifically any type of hotel, restaurant, theater, or entertainment venue. Yet, it was unclear whether the federal government had jurisdiction to regulate these businesses—so the passage of the Civil Rights Act of 1964 immediately raised constitutional issues

The owner of the Heart of Atlanta Motel refused to allow African Americans to stay at his hotel and filed suit in federal court. In Heart of Atlanta Motel v. United States (1964), the Supreme Court ruled that the interstate commerce clause (Article I, Section 8, of the Constitution) did give Congress the power to ban discrimination in facilities serving the public. The Civil Rights Act also gave the U.S. attorney general more power to enforce school desegregation, and it required private employers to end workplace Employment Opportunity Commission (EEOC) as a permanent federal agency.

The Civil Rights Act went further than simply banning discrimination based on race. It also banned discrimination based on religion, gender, and national origin. For religious minorities, immigrants, and women, the act represented a dramatic step forward in expanding their political rights and economic opportunities.

#### ✓ CHECK FOR UNDERSTANDING

- 1. Analyzing Effects What happened as a result of the Birmingham campaign? Was the campaign successful?
- narizing How did the Civil Rights Act of 1964 give the

#### The Voting Rights Struggle

Why was the passage of the Voting Rights Act of 1965 a turning point in the civil rights movement?

In December 1964, Dr. King received the Nobel Peace Prize in Oslo, Norway, for his work in the civil rights movement. Yet, despite the passage of the Civil Rights Act of 1964, African Americans still faced voting barriers.

The Twenty-fourth Amendment, ratified in 1964, helped by eliminating poll taxes in federal (but not state) elections. As the SCLC and the SNCC stepped up their voter registration efforts in the South, their members were often attacked and beaten, an several were murdered. A few weeks later, King announced, "We are not asking, we are demanding the ballot." Convinced that a new law was needed to protect African American voting rights, Dr. King decided to hold another dramatic protest

#### The Selma March

To keep pressure on the president and the Congress voting legislation, Dr. King joined with SNCC activists and organized a march for freedom from Selma, Alabama, to the state capitol in Montgomery about 50 miles (80 km) away. Selma was the focal point for this voting rights campaign because although African Americans made up most of Selma's population, they only made up one or two percent of

The march began on Sunday, March 7, 1965. The SCLC's Hosea Williams and SNCC's John Lewis led some 600 protesters toward Montgomery. As the protesters approached the Edmund Pettus Bridge which led out of Selma, Sheriff Jim Clark and a deputized group of armed white citizens ordered them to disperse. Lewis and the marchers refused to stop the protest, and Clark's posse responded violently.

Many protesters were beaten in full view of "Bloody Sunday," left 17 marchers hospitalized and another 70 injured. The nation was shocked by the media's footage of law enforcement officers beating peaceful demonstrators. Watching the events from the White House, President Johnson grew furious. Eight days later, he appeared before a nationally televised joint session of Congress to propose a new voting rights law. When King would march across the Edmund Pettus Bridge with a second group of rotesters, they would be protected by federal troops to prevent the same violence

#### The Voting Rights Act of 1965

On August 3, 1965, the House of Representatives passed the voting rights bill by a wide margin. The following day, the Senate also passed the bill. The Voting Rights Act of 1965 authorized the U.S. attorney general to send federal examiners to register qualified voters, bypassing local officials who often refused to register African Americans. The law also suspended discriminatory devices, such as literacy tests, in counties where less than half of all adults were registered to vote.

The Voting Rights Act of 1965, like the Civil Rights Act of 1964, immediately raised constitutional questions. Article 1, Section 2, of the Constitution says that each state must use the same rules for choosing members of Congress as for choosing state legislators. When the Voting Rights

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#### **ANSWERS**

### ✓ CHECK FOR UNDERSTANDING

- 1. Students may disagree on whether the Birmingham campaign was successful or unsuccessful, but they should acknowledge that it grew awareness about civil rights and encouraged the federal government to consider passage of a major civil rights law. It showed that even small acts of defiance could empower people to create change.
- 2. It gave the U.S. attorney general more power to bring lawsuits against school segregation. It also established the EEOC as a permanent federal agency.

#### CIVICS SKILLS

Understanding Laws Related to Civil Rights Have students read the text individually, summarizing the impact of the Civil Rights Act of 1964. Ask them to form groups to share and compare summaries. Ask: Why was the Civil Rights Act of 1964 considered the most comprehensive civil rights legislation enacted? (The law made segregation illegal in most places and banned discrimination in public services such as hotels, restaurants, and entertainment centers. It regulated private employers and established the Equal Employment Opportunity Commission (EEOC). Further, it not only banned discrimination based on race, but also discrimination based on religion, gender, and nationality.) As groups share their ideas, encourage them to cite the text to support their reasoning. SMALL GROUP 15 MIN

#### HISTORICAL THINKING SKILLS

**Identifying Effects of Civil Rights Legislation** Discuss with students how some critics went to court over civil rights legislation. Ask: How did the Heart of Atlanta Motel v. United States challenge the Civil Rights Act of 1964? (The hotel, which had refused to rent rooms to African Americans, was now being forced to rent rooms to them under the Civil Rights Act. The owners believed that the act gave Congress unfair authority over interstate commerce.) WHOLE CLASS 5 MIN

#### READING SKILLS

Evaluating the Twenty-fourth Amendment Have small groups of students discuss the Twenty-fourth Amendment and how it expanded the right to participate in the democratic process. Ask: How did the Twenty-fourth Amendment help African Americans achieve political equality? (Students should recognize that poll taxes prevented some African Americans from exercising their right to vote. The Twenty-fourth Amendment helped increase the number of African American voters.) SMALL GROUP 10 MIN

#### Differentiate the Activity

Contrasting Legislation Help students understand that the Twenty-fourth Amendment was enacted when it was recognized that poll taxes unfairly prevented poorer people (often minority groups) from voting. Ask: How was the Twenty-fourth Amendment different from the Civil Rights Act of 1964? Have students discuss their answer with a partner. (The Twenty-fourth Amendment eliminated poll taxes in federal elections, which helped protect voting rights for African Americans. The Civil Rights Act of 1964 was a law that focused on ending segregation and discrimination.) AL SMALL GROUP 5 MIN

#### Social and Emotional Learning: Relationship Skills

**Teamwork** Analyzing the leadership practices of well-known historical figures, such as John Farmer, John Lewis, Dr. Martin Luther King, Jr., and Hosea Williams, provides a good opportunity to teach students about recognizing the role of teamwork in effecting social and political change. Invite students to choose a historical figure from the lesson who was a leader or who demonstrated leadership. Ask students to consider how that figure used an understanding of the value of teamwork to effect change or lead others to effect change. Ask them to discuss their ideas with a partner. Then, invite students to discuss their own experiences with teamwork and talk about how their skills might be used in service of the social good. Invite volunteers to share highlights from their discussion with the class. SMALL GROUP 15 MIN

#### **LESSON 04 · LEARN THE EVENTS**

#### GEOGRAPHY SKILLS

Using Maps About Voter Registration Trends Invite students to analyze the map and data. Ask: How does the data support the assertion that the Voting Rights Act of 1965 resulted in immediate changes in voter registration in the South? (The map shows the tenyear difference in the percentage of voting-age African Americans registered to vote in many of the Southern states. The data for each state shows a significant increase.) Have student pairs work together to generate a list of two or three questions that can be answered by studying the map. Students should exchange lists, answer the questions posed by their classmates, and exchange lists again for peer check and discussion. Invite students to share their questions and answers. SMALL GROUP 20 MIN

#### **REVIEW**

#### READING SKILLS

Analyzing Change from the Civil Rights Movement Hold a class discussion in which students identify and evaluate the various events from the civil rights movement that increased African American participation in the political process. Ask: How did civil rights activists challenge segregation in legal, social, and cultural spheres? (Students may describe the Civil Rights Act of 1964 and the Voting Rights Act of 1965 as integral to obtaining the right to vote by African Americans without restrictions imposed by local officials. They also may describe the March on Washington and the Selma March as events calling national attention to inequality and discrimination while also inspiring African Americans to participate in the political process.) WHOLE CLASS 5 MIN

#### **Self-Check Quiz** Self-Check Quiz

**Challenging Segregation** Assign students the Self-Check Quiz to help them assess their progress. The ungraded quiz consists of ten multiple-choice questions that focus on the main learning objectives of the lesson and provide instant feedback to the student. INDIVIDUAL 15 MIN

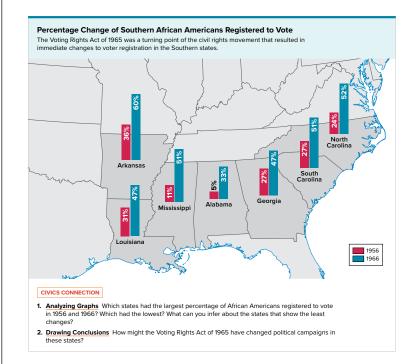
#### **№ GO ONLINE** Review & Apply Activity

**Challenging Segregation** Assign the Review & Apply Activity to help students summarize lesson content. INDIVIDUAL 20 MIN

#### **ASSESS**

#### **№** GO ONLINE Lesson 4 Quiz

Assessing Student Understanding Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. INDIVIDUAL 20 MIN



Act of 1965 banned literacy tests, Congress created a new voting rule for the states. This made it legally unclear if the newly-created federal ban on literacy tests violated the other voting rules already established by the states. If it did, then the Voting Rights Act of 1965 would conflict with the Constitution.

The Supreme Court resolved this in 1966 when it ruled in the *Katzenbach v. Morgan* case. With a 7-2 majority, Justice William Brennan explained that the Fourteenth Amendment did allow Congress to ban literacy tests and impose similar voting rules on state governments.

By the end of 1965, almost 250,000 African Americans had registered as new voters. Between 1960 and 2018, the number of African American members of Congress rose from 4 to 52.

#### ✓ CHECK FOR UNDERSTANDING

Explaining What was the Selma March and why was it

#### LESSON ACTIVITIE

- Writing an Informative/Explanatory Essay Why was the civil rights movement successful at achieving legislation to extend and protect civil rights for African Americans?
- Collaborating Imagine you and a partner are newspaper reporters in 1966 and have been assigned to write an article about the effects of the Voting Rights Act of 1965 in your community. Work together to create a profile of someone you would have wanted to interview and create a list of interview questions.

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#### **ANSWERS**

#### **CIVICS CONNECTION**

- Arkansas had the largest percentage of African Americans registered to vote in 1956 and Texas had the largest percentage in 1966. Mississippi had the lowest percentage of African Americans registered to vote in both years. States that showed little change likely had fewer measures in place to block voter registration prior to the Voting Rights Act.
- Students may note that the Voting Rights Act of 1965 might have encouraged politicians to make their campaign messages more inclusive in order to draw voter support from newly registered African American voters.

#### ✓ CHECK FOR UNDERSTANDING

The Selma March was intended to pressure on Congress to pass voting legislation. It started in Selma, Alabama, and participants marched to the state capitol in Montgomery. Protesters were beaten when they refused to stop by local law enforcement officers. National news media covered the attack and the nation was shocked.

#### LESSON ACTIVITIES

- Students' essays should evaluate how the civil rights movement was successful at extending civil rights by its efforts to engage citizens directly and generate public pressure to support legislative action and change.
- Students' profiles and interview questions should reflect reasoned thinking. For example, students may suggest interviewing an African American civil rights activist from their community about the challenges individuals faced in voting before and after the passage of the Voting Rights Act.

**INQUIRY ACTIVITY** 

#### **Analyzing Sources: Civil Rights Movement Activists**

COMPELLING QUESTION

How did activists move the civil rights movement forward?

#### Plan Your Inquiry

In this lesson, you will investigate the role and contributions of key civil rights activists

#### DEVELOP QUESTIONS

Developing Questions About Civil Rights Activists Read the Compelling Question for this lesson. Think about the key events that made up the civil rights movement and how different individuals and groups contributed to these events. Develop a list of Supporting Questions that would help you answer the Compelling Question in this lesson

Analyzing Primary Sources You will work with a variety of contributions of several key civil rights activists in the 1960s. contributions of several key civil rights activists in the 1960s As you read, use a graphic organizer like the one below to record information about the sources that will help you examine them and check for historical understanding. Note ways in which each source helps you answer your Supporting Questions.

Source	Author/ Creator	Description/ Notes	Which Supporting Question does this source help me answer?
Α			
В			
С			
D			
E			
F			
G			

After you analyze the sources, you will

- use the evidence from the sources
- communicate your conclusions
- take informed action

#### **Background Information**

Beginning in 1909, the National Association for the Advancement of Colored People (NAACP) mou legal challenges against segregation laws. W.E.B. Du Bois and Ida B. Wells-Barnett were among its founders. They also served as editors and writers fo The Crisis, which argued the NAACP's civil rights platform. In 1942 James Farmer launched the Congress of Racial Equality (CORE), which began holding sit-ins to call attention to discrimination and protest segregation. Their actions helped inspire the Student Nonviolent Coordinating Committee (SNCC), founded by Diane Nash, John Lewis and others, which led the lunch counter sit-ins and the Freedom Rides in the 1960s.

You have read about the actions led by Medgar Evers, Rosa Parks, Ella Baker, and Dr. Martin Luther King, Jr., founder of the Southern Christian Leadership Conference (SCLC). In this Inquiry, you'll learn about the actions and goals of civil rights activists in their



» Organizing picket lines, such as this one in front of a school board office, was a strategic activity in the civil

GO ONLINE | Explore the Student Edition eBook and find interactive maps, time lines, and tools.

#### **PLAN YOUR INQUIRY ANSWERS**

#### DEVELOP QUESTIONS

Sample Supporting Questions: 1. What actions did civil rights leaders and groups organize? 2. What goals did they hope to achieve with these actions? 3. How effective or successful were these actions in advancing the civil rights movement?

#### APPLY HISTORICAL TOOLS

**Sources A, B, C, D, and E** help answer Supporting Questions 1 and 2. Source A: This document discusses James Lawson's nonviolence workshops and how they were received. Source B: This letter describes the effort to form the Mississippi Freedom Democratic Party and how delegates participated in the DNC convention to expose discriminatory voting practices and the targeting of civil rights workers. **Source C:** This interview about the Freedom Rides shows they knew they were risking their lives. **Source D:** In this speech, John Lewis urges people to look toward a new community of brotherhood, peace, and equality. **Source E:** In this transcript, Gloria Hayes Richardson explained how surveys completed by African Americans in Cambridge, MD showed the correlation between racism and poverty.

Sources F and G help answer Supporting Questions 1, 2, and 3. Source F: This interview tells how and why Hamer joined SNCC and the differences she observed between SNCC and the NAACP; she felt a greater sense of belonging and purpose in SNCC, which took more direct action than the NAACP. Source G: This newspaper article reports on the campaign of Julian Bond for the Georgia General Assembly and his door-to-door efforts to win after the federally mandated redistricting.

#### **LESSON 05 • INQUIRY ACTIVITY**

**Analyzing Sources: Civil Rights Movement Activists** 

### LAUNCHING THE INQUIRY

#### HISTORICAL THINKING SKILLS

Describing Movements for Social Justice Facilitate a discussion about movements for social justice that are currently in the local or national news. Encourage students to share what they know about these movements and have them consider how these movements have developed over time and to what extent they are driven by the work of activists. Invite groups to share their ideas. Then, introduce the Compelling Question: How did activists move the civil rights movement forward? Explain to students that in this lesson they will learn from civil rights activists in the activists' own words as they relate their reflections on the social, cultural, and political changes of that time. WHOLE CLASS 15 MIN

### **GUIDING THE INQUIRY**

#### HISTORICAL THINKING SKILLS

Identifying Activists and Actions Ask students to read the Background Information in the text. Ask: What does this summary of civil rights activists and actions tell you about who was involved in the civil rights movement, the types of work they did to enact change, and the timeframe for their work? (The summary lists both individuals and organizations. The list names women and men. It describes activist work as wide-ranging, including legal challenges to unjust laws, written publications that argued for the cause, and protests like sit-ins. The summary begins with the year 1909 and ends in the 1960s.) What conclusions can you draw from this? (Possible response: The movement for civil rights was long, multi-faceted, and is the result of work from many different people.) WHOLE CLASS 10 MIN

#### HISTORICAL THINKING SKILLS

Analyzing Primary Sources to Develop Context Have students study the image and read the caption. Ask: What do you notice about the image? (The photograph is in black and white. The activists are African American women, children, and one man. The women and man are dressed formally, and the protest appears to be on a city street. The activists hold printed signs that protest segregation in schools.) What do these details tell you about the action and about the historical context of the image? (The style of the clothing indicates the photograph is from another era. The presence of children indicates that protesting was a community effort. The fact that the signs are printed indicates an investment of both money and time in organizing the protest.) WHOLE CLASS 5 MIN

#### WRITING SKILLS

Informative Writing About the Civil Rights Movement Instruct student groups to conduct an interview with a member of the community who experienced the civil rights movement firsthand or, if they are unable to locate such a person, find an interview already conducted from an online source. Have groups prepare interview questions prior to the interview and encourage them to develop questions that require more than a yes/no answer. You might display sample questions such as When were you first aware that there was a movement for civil rights? How did your life change as a result of the civil rights movement? Have groups share each question they develop and explain what perspective they hope to gain by asking it. Following the interview, have student groups review the responses and write a brief summary that reflects on how the responses compare and contrast with information in sources A and B. Use the Informative/Explanatory Writing rubric available in your online course to assess student work. INDIVIDUAL 90 MIN

#### Digital Option

Creating a Podcast Have students locate an oral history of a civil rights movement participant and develop a podcast that centers on the interview, comparing their perspective to that of Sources A and B. Oral history videos can be located at the Civil Rights History Project at loc.gov. Students should add commentary to provide historical context. INDIVIDUAL 90 MIN

#### HISTORICAL THINKING SKILLS

**Evaluating Arguments by Civil Rights Activists** Have student pairs work to summarize Ella Baker's letter in their own words. Then, ask: What argument does Baker make for seating the delegates from the Mississippi Freedom Democratic Party? Is her argument compelling? Why or why not? Have pairs discuss their thoughts. Invite them to share their thoughts and reasoning. (Possible response: She argues that the disappearance of three activists demands a response by anyone who believes in democracy. Since the Mississippi Democratic Party continues to deny the rights of African Americans and will not address the issue, the DNC must acknowledge delegates from the newly formed party. The argument is compelling because it highlights the problems with the very group responsible for upholding the rights of citizens.) SMALL GROUP 15 MIN

#### Making Connections to Today

**Describing Nonviolent Protest** Call students' attention to the reference to Mohandas Gandhi in the discussion of nonviolent acts of civil disobedience. Emphasize the fact that nonviolent protest has been used by many different people at many different historical moments to protest injustice and foment change. Ask: What examples of nonviolent acts of civil disobedience can you think of that have occurred in your lifetime? (Students may be aware of acts of civil disobedience by and on behalf of the Standing Rock Sioux Tribe to protest the Dakota Access Pipeline, the Black Lives Matter movement, or the national walkouts of high school students to protest gun violence.) Invite student groups to research a recent example of civil disobedience or nonviolent protest using search terms such as "civil disobedience today" or "global nonviolent action." Ask students to create a brief presentation that describes the action, the activists, and their goals. Student presentations should include an explanation of how the work illustrates nonviolent protest and/or civil disobedience. SMALL GROUP 90 MIN



#### Interview with C.T. Vivian

Inspired by the nonviolent acts of civil disobedience practiced by India's Mohandas Gandhi, activist Reverend James M. Lawson supported a nonviolent approach in the struggle for civil rights in the South. He developed workshops in Nashville. Tennessee, on effective nonviolent protest and trained many leaders of the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC), including Diane Nash, John Lewis, and Reverend C.T. Vivian. In this interview excerpt, conducted in Atlanta, Georgia, in 2011, Vivian recalls Lawson's workshops and ho message was received at the time.

66 Interviewer: [A] number of the people that I've talked to who were in [James] Lawson's workshops said that there were psychological aspects to [nonviolent protests] as well, besides the religious, the patriotic, that what you were doing was that they'd come into the workshops thinking that nonviolence meant a kind of curling into the fetal position and that sort of thing to protect yourself and Lawson would tell them no, you need to make eye contact and keep eye contact with people They have a harder time being violent with you when you're looking at them and making human contact with them.

Reverend Vivian: Well, see, the thing there was a lot of conversation about it. It was easy to understand it, but you see here again are these various parts of the movement . . . SNCC was the one that wanted to curl up and get beaten and put over your head and all that sort of thing. . . . That was not true with SCLC at any point. ??

Interview with Reverend CT Vivian Civil Rights History Project, 2011

#### EXAMINE THE SOURCE

- 1. Explaining What self-defense technique does
- Lawson advise against? Why?

  2. Interpreting Based on what Vivian says about SNCC and SCLC, what do you think is a difference to sees between the two groups?

B

#### Letter to the DNC

In 1964 civil rights groups organized the Mississippi Freedom Democratic Party and sent their own elected delegates to the Democratic National Committee (DNC) convention.

#### PRIMARY SOURCE : LETTER

66 Dear Convention Delegate:

Three mother's sons who sought to secure political democracy for the people of Mississippi probably lie buried beneath the murky swamps near Philadelphia, a small town in that state.

If they have paid with their lives for believing in the right . . . to have a voice in the election . . . all Democrats who can register and vote with freedom are now challenged as never before. The long and systematic denial of the Negro's right to vote in Mississippi, and the flagrant disloyalty of the 'regular' Mississippi Democratic Party to the principles of the National Democratic Party demand that new channels be created through which all the people of Mississippi can be represented in the 1964 Democratic National Convention. To do less at this historic moment would be a disgrace

The Freedom Democratic Party parallels the structure and the proceedings of the existing Democratic Party, with the notable exceptions that it is open to all citizens. . . .

We urge that your entire delegation use the full weight of its...voting strength to see that the challenge raised by the Mississippi Freedom Democratic Party receives a full and open hearing before the Credentials Committee of the Convention, and if the Committee fails to seat the Freedom Democratic Party, that your delegation call . . . a roll-call vote to permit the Mississippi issue to be discussed on the floor of the convention. . . . ?

-Ella J. Baker, July 20, 1964

- Drawing Conclusions What does Baker ask the DNC to do, and to what end?
- 2. Identifying Cause and Effect What conditions led

#### **EXAMINE THE SOURCE ANSWERS**

#### PRIMARY SOURCE A

- 1. Lawson recommends resisting the urge to curl up in a ball, but to instead look an attacker in the eye. He says that it is harder to attack someone who is looking you in the eye because it makes you see that person as a human being.
- 2. He seems to see SNCC as more docile and compliant, perhaps even timid or afraid, while suggesting that SCLC is more confrontational and aggressive.

#### SECONDARY SOURCE B

- 1. She asks the DNC to seat the delegates elected by the Mississippi Democratic Freedom Party at the Democratic National Convention in order to hear the delegates' account of discriminatory voting practices and elections in Mississippi and the disappearance of civil rights activists.
- 2. Baker cites the disappearance, and probable murder, of three civil rights activists in Mississippi and the systematic denial of black citizens' right to vote in Mississippi.



#### The Courage of the Freedom Riders

In 1946 the U.S. Supreme Court ruled segregation of interstate transportation unconstitutional in Morgan v. Virginia. Then in Boynton v. Virginia (1960), the Court ruled that segregation in facilities that served interstate travelers was also unconstitutional. CORE and then SNCC decided to enforce these rulings within the South with the Freedom Rides. The first Freedo Riders-seven of whom were African American and six white-departed Washington, D.C., for New Orleans on May 4, 1961. The riders first met with resistance in Virginia and encountered violence in South Carolina. In Alabama an angry mob beat the riders and firebombed one of the buses. The bus journey ended, and the group flew on to New Orleans. John Seigenthaler was an assistant to Attorney General Robert F. Kennedy (RFK), and Diane Nash was a key leader of SNCC involved in orchestrating the Freedom Rides. PBS produced the documentary Freedom Riders, excerpted below, in 2011.

#### MARY SOURCE : FILM TRANSCRIPT

John Seigenthaler, Assistant to RFK: I went to a motel to spend the night. And you know, I thought, 'What a great hero I am, you know? How easy this was, you know? I just took care of everything the President and the Attorney General wanted done. Mission Accomplished.

My phone in the hotel room rings and it's the Attorney General. He has received word from the FBI in Nashville that another wave of Freedom Riders is coming down to Birmingham from Nashville to continue the Freedom Rides. And he opened the conversation, 'Who the hell is Diane Nash?'. .

Diane Nash. Student, Fisk University: It was clear to me that if we allowed the Freedom Ride to stop at that point, just after so much iolence had been inflicted, the message would have been sent that all you have to do to stop a nonviolent campaign is inflict massive violence. It was critical that the continued immediately.

Seigenthaler: So I called her I said 'I Riders coming down from Nashville. You must stop them if you can,' Her response was 'They're not gonna turn back. They're on their way to Birmingham and they'll be there, shortly.'

You know that spiritual—'Like a tree standing by the water, I will not be moved'? She would not be moved. And, and I felt my voice go up another decibel and another and soon I was shouting, 'Young woman, do you understand what you're doing? You're gonna get somebody . . . [D]o you understand you're gonna get somebody killed?'

And, there's a pause, and she said, 'Sir, you should know, we all signed our last wills and testaments last night before they left. We know someone will be killed. But we cannot let violence overcome non-violence.'

That's virtually a direct quote of the words am, an official of the United States government, representing the President and the Attorney General, talking to a student at Fisk University. And she in a very quiet but strong way gave me a lecture.

-Diane Nash and John Seigenthaler, in Freedom Riders

- 1. Determining Central Ideas Why does Nash say that ne insisted on the Freedom Rides going forward
- 2. Analyzing Perspectives How did Seigenthaler react to nts, and how might his exchange with her have influenced events?



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#### **EXAMINE THE SOURCE ANSWERS**

## PRIMARY SOURCE C

- 1. She reasoned that if the movement stopped because of the violent backlash against it, then that would just encourage people to keep responding to the civil rights movement and its actions with violence.
- 2. At first, he was shocked, telling her she would cause people to die. When he realized she understood the consequences and accepted them, he admired her. This exchange likely convinced him that the government needed to support the effort.

#### HISTORICAL THINKING SKILLS

Making Generalizations About Civil Rights Activists Have students read and discuss Source C. Ask: What impression do you get of Diane Nash from this film transcript excerpt? (Possible responses: She is determined, thoughtful, articulate, wise, brave, compelling, and committed to the cause.) What generalizations might you make about the Freedom Riders and other civil rights activists, based on this impression? (Answers will vary, but students may say that they are not acting impulsively, but with great forethought, organization, and conviction.) WHOLE CLASS 5 MIN

#### **English Learners Scaffold**

#### **Analyzing Primary Sources**

#### **Entering and Emerging**

Ask student pairs to take turns describing the exchange in the transcript. Ask: What is the context for the phone call described in the transcript? (Seigenthaler has been told to tell the Freedom Riders they should not go to Birmingham due to threats of violence against them. He has to call Diane Nash, who is the organizer of the Freedom Rides.) What happens during the conversation? (Seigenthaler tells Nash that continuing the ride puts people at risk of death. Nash tells him they already know the danger and are prepared to go anyway.)

## **Developing and Expanding**

Have students work in pairs to read the text. Invite students to take turns stating what they think the main ideas of each exchange are, using the stem "I think what this person is saying is...." Circulate to provide support.

## **Bridging and Reaching**

Ask students pairs to read the text. Then, have them discuss the lesson's compelling question and how it relates to the actions of Diane Nash and the Freedom Riders as described in the source on this page. EII SMALL GROUP 15 MIN

#### Social and Emotional Learning: Self-Management

Developing Self-Discipline Reading about people who are in a dangerous situation yet are willing to take risks to combat injustices for themselves and others provides a good opportunity to talk with students about developing discipline in order to achieve goals. Ask: What does it mean to have self-discipline? (You can control your responses; you are able to pursue what you think is right even when you feel tempted to let go of motivation and abandon your goal.) Then, ask: Who do you see exhibiting discipline in this historical context? In what ways do they demonstrate self-discipline? (As a leader, Diane Nash demonstrates self-discipline by making a decision that is focused on the greater goal of the campaign—despite terrible risks. All of the Freedom Riders exhibit discipline in embarking on the Rides while facing life-threatening danger.) Discuss students' impressions of people who consistently demonstrate self-discipline. Encourage them to reflect on where and how they might develop selfdiscipline in their own lives. Ask students to discuss what they stand to gain from doing so. WHOLE CLASS 10 MIN

#### READING SKILLS

Comparing and Contrasting Primary Sources Have students work in small groups to compare and contrast both form and content of Source D and Source E. Ask: In what ways are the sources different? In what ways are they alike? (Source D is a leaflet printed in 1969 and Source E is a transcript of an interview that took place in 2011. The leaflet speaks directly to the reader, offering clear instructions and demonstrating a strict party line. The interview transcript is a recorded conversation that provides context to surveys of living conditions that were conducted in the African American community of Cambridge, Maryland. The sources are similar since they convey the seriousness of the civil rights movement and the fact that there is community-wide effort to support the movement.) Invite each group to share and discuss its findings. SMALL GROUP 20 MIN

## **Active Classroom Activity**

Question Card Pass To facilitate better understanding of these two sources, provide extra time for questions and discussion. Give students index cards and ask them to write down one question they have about one or both of the primary sources. Ask them to get up and move about the room, exchanging cards at least four times. Then, have students break into small groups and invite each student to read the question on his or her card. The group should choose one question to address and discuss the answer to that question. Invite groups to share their question and answer and any insights gained from discussion. If time allows, repeat the process to have students address a new question. SMALL GROUP 30 MIN

## **Background Information**

The Black Panther Party Created by Huey P. Newton and Bobby Seale in 1966, the Black Panther Party for Self-Defense (BPP) originated as a neighborhood patrol organization focused on protecting African Americans from police violence. BPP evolved into a party that was part of the Black Power Movement. The Black Power Movement and BPP rejected the nonviolent approach and integrationist goals of the Southern Christian Leadership Conference (SCLC), and focused instead on an ideology of separatism underscored by a call for aggressive action when necessary. A critical, and often overlooked, aspect of the Black Panther Party was their critique of capitalism. The Black Power Movement and the BPP had an important effect on the struggle for civil rights—their ideological positions led to greater assertiveness and pride among African Americans in the United States.



#### **Black Panther Party Leaflet**

The Black Panther Party for Self Defense was founded in 1966 in Oakland, California, by Huey P. Newton and Bobby Seale. The Black Panthers believed that nonviolent methods and tactics were not always enough to liberate African Americans, give them control over their lives, or to protect them from police brutality. The following excerpt comes from a leaflet handed out at a Black Panther Party meeting in Greensboro, North Carolina, in the spring of 1969.

#### PRIMARY SOURCE : LEAFLET

66 You must discipline yourselves to concentrate because revolution is not a party or a joke. There will be no revolution without a revolutionary party. The Black Panther Party is truly a revolutionary party. We must work very hard. Please feel free to ask about anything you don't understand and don't be afraid to challenge your instructor at any point.

You must memorize and understand the TEN POINT PROGRAM.

You must memorize and understand the POLITICAL DEFINITIONS. You must memorize and understand the 3 RULES OF DISCIPLINE & 8 POINTS OF

CHAIRMEN MAO TSE-TUNG QUOTATION (REDROOK)

You must obtain or liberate a BERET.

During the six week training period you will be put through test and given special assignments to test your fiber. You will be expected to do some community work and help get together a community organizational chart. We must always have the respect of the community. A Panther must always carry him self like a gentleman. We are the peoples heroes and the peoples liberation force. The first army that black people have ever had.

-Federal Bureau of Investigation, File 105-165706-8

#### EXAMINE THE SOURCE

**Summarizing** Why does this leaflet emphasize that the Black Panthers must "always have the respect of the community"?



#### Learning More About **Living Conditions**

Gloria Haves Richardson worked with the Cambridge Nonviolent Action Committee in Cambridge, Maryland in the early 1960s. One of her leadership tasks was to create and help distribute a survey of the living conditions of African Americans in Cambridge. The survey handed out to school children who then took them home for completion by parents. Student volunteers from Swarthmore College evaluated the data and used it to persuade government leaders.

66 Joseph Mosnier: Yeah, so you surveyed, children who were—high school students and others—who were active in the community in the Movement . . . [t]ook the survey cards to high schools across the Second Ward.

Gloria Hayes Richardson: Took the survey and it really was more the grammar schoo kids, because in the summer the high school kids were out working, picking

JM: Yeah. And your card, you had-so, on the whole series of questions on the card: your priorities in the Movement, aspects about your-the condition of the house you live in, are you employed, all those things.... So, you really did a, in a sense, a basic solid systematic survey of conditions in-

**GR:** . . . And then after they . and did the correlations . . . I think that's what changed Robert Kennedy's mind, was it was perfectly clear that it was just abysmally poor people, that most of the component to them being poor over generations was racism.

–interview by the Southern Oral History Program, for the Smithsonian Institute's National Museum of African American History & Culture, July 19, 2011

#### EXAMINE THE SOURCE

Interpreting How does this interview help you understand the types of tactics that were used by participants in the civil rights movement?

#### **EXAMINE THE SOURCE ANSWERS**

## PRIMARY SOURCE D

The Black Panthers view themselves as an army for the people, so they must serve and respond to the community's needs.

## PRIMARY SOURCE E

It helps me see that civil rights activists took it upon themselves to collect, compile, interpret, and report the statistical data needed to support their claims of poverty as correlated to generations of racist oppression.



#### Conflict Between SNCC and the NAACP

Ella Baker, a prominent member of the NAACP and SCLC, organized the 1960 students conference that created SNCC. She sent Bob Moses to recruit young activists to participate in what they hoped would become a student-led counterpart to the NAACP. One of these recruits, Fannie Lou Hamer, grew up in a sharecropper's family in Mississippi. Angry at the treatment of African American voters, she joined SNCC. She was fired when her employer learned that she had attempted to register to vote despite failing a required literacy test. In 1963 Hamer participated in a sit-in at a segregated bus station restaurant. Then, in 1966 she helped start the Mississippi Freedom Democratic Party (MFDP).

#### IARY SOURCE : NEWSPAPER

... I haven't seen Bob [Moses, of the NAACP] in quite a while. I miss that man. I've seen so many . . . things in this country. What we thought were different things. . . . Bob became sick of it all, I guess. . . .

Interviewer: What did he do? That's one of interviewing people . . . different style that SNCC brought in Mississippi when they first came in and so different from NAACP.

Hamer: It worked with the people. NAACP didn't work with the people. You know, I used to write membership for the [NAACP] and they don't care. They care about folk. You see I'm not particular about working with nobody that don't say yes sir to everything to Mr. Charlie, and that's all [NAACP] does. . . . Now the legal affairs. I don't fight the legal affairs because they have some good attorneys. . The [NAACP] is different from everything 'cause the people in the [NAACP], most of 'em is white man. . . . But [SNCC treated me] for the first time I ever been treated like a human being, whether the kids was white or black. I was respected with the kids and they never told nobody what to say. . . . Everything you heard, us screaming and saying . . . nobody tell us to say that. This is what's been there all the time and we had a chance to get it off our chests and nobody else had eve

Interviewer: When did you first meet up with SNCC kids? When did they first come in?

Hamer: In '62 and before '62 . . heard of a mass meeting in my life. [NΔΔCP] was all over the state then. They town that had their own homes.

-Fannie Lou Hamer, interviewed by Anne and Howard Romaine, 1966



nocratic Party delegation to the 1964 Democratic National Convention in Atlantic City, New Jersey.

#### EXAMINE THE SOURCE

- Comparing and Contrasting How does Hamer say that SNCC differed from the NAACP?
- 2. Speculating What gap might SNCC have filled that the

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#### **EXAMINE THE SOURCE ANSWERS**

## PRIMARY SOURCE F

- 1. Hamer suggests that the NAACP focused more on legal affairs related to civil rights and didn't work as directly with the people as did SNCC. She also suggests that more white people were in control of things at the NAACP and that she was treated better at SNCC.
- 2. SNCC might have provided an outlet for young people who felt excluded; they felt they could participate, be heard, take on leadership roles, and feel ownership of the movement.

#### PRIMARY SOURCE G

- 1. As a leading member of SNCC, Bond played the role of an activist and organizer. As a public servant and legislative representative, he helped craft the state's laws and influenced policy.
- 2. Bond's election, along with the election of other black lawmakers, changed the balance in the statehouse. He sought input from district residents about issues important to them and ran on those issues. He also encouraged others to run for office.

#### HISTORICAL THINKING SKILLS

**Describing Historical Actors** Have students identify the historical actors named in Source F. (Fannie Lou Hamer, Bob Moses, an interviewer, NAACP, and SNCC) Then, ask: When is this interview taking place? (in 1966, about four years after Hamer's first introduction to SNCC) Ask: What seems to be the goal of the interview? How do you know? (Answers will vary, but students should infer that in addition to asking about Hamer's unique experience, the interviewers seem interested in making general comparisons between the styles and tactics of the NAACP and SNCC.) WHOLE CLASS 5 MIN

## WRITING SKILLS

Gathering Evidence About Civil Rights Activists After students read Source F, ask: How does this source affect your perspective of the civil rights movement? (Possible response: It allows me to see that not all of the organizations were the same; while they were all part of the civil rights movement, different organizations had different areas of focus and different ways of conducting their work.) As a historian studying this period, what other sources would you look for to help broaden your understanding of the civil rights movement? (Possible response: I would look for additional sources that gave insight into the history and character of SNCC, NAACP, SCLC, and MFDP. I might read news or encyclopedia articles, find additional primary sources, or interview someone who worked with one of the organizations.) INDIVIDUAL 10 MIN

#### Differentiate the Activity

Informative Writing About Civil Rights Activists Invite students to research two of the following organizations: SNCC, SCLC, NAACP, or MFDP. Direct them to use reliable sources of information, such as online encyclopedias, news articles, or historical websites like the National Archives. Instruct students to use their research to write a short paper that compares and contrasts the two organizations. Encourage them to consider things such as founding, leadership, philosophy, tactics, and goals. Use the Informative/Explanatory Writing rubric available in your online course to assess student work. BL INDIVIDUAL 60 MIN

## HISTORICAL THINKING SKILLS

Making Inferences from Photographs Have students study the image of Fannie Lou Hamer and read the caption. Ask: How would you describe the people in the photograph with Hamer? (Answers will vary, but students may note that the crowd appears to be mostly made up of white men. Almost everyone has their attention on Hamer, who is speaking.) How would you describe Hamer in this photograph? (She is speaking and her attention is focused on someone or someplace off camera. She looks fully engaged; there is a seriousness about her focus.) WHOLE CLASS 5 MIN

#### SPEAKING AND LISTENING SKILLS

**Evaluating Claims About a Primary Source** Ask students to work in groups to develop a thesis statement based on the information they read in Source G, such as "Source G demonstrates that Julian Bond helped shift the political landscape in Georgia." Then, have them find three facts or quotes to support their thesis. Have groups share their thesis and supporting statements orally. Call on the class to evaluate each group's claim and reasoning. After each group has shared and responded, invite students to compare and contrast the claims made. SMALL GROUP 30 MIN

# **REVIEW**

#### WRITING SKILLS

Integrating Information About Civil Rights Activists Have students write a paragraph describing the work of one activist individual or organization profiled in this lesson. Students should also write one paragraph evaluating the contribution this individual's or organization's work made to the cause of civil rights. Tell them to cite specific text evidence from the sources as they write. When they finish, ask students to work in pairs to compare their responses. Provide time for them to revise their work after they talk with their partner. Invite pairs to share their finished work with the class. Use the Informative/Explanatory Writing rubric available in your online course to assess student work. INDIVIDUAL 15 MIN

## Differentiate the Activity

Using Evidence to Write About Civil Rights Activists Help students structure their writing by suggesting they use a three-column chart to organize their thoughts before writing. In the first column, students write a claim or statement about the work of a civil rights activist and his or her contributions to the cause. In the second column, students cite a source or sources as evidence or facts supporting their claim. In the third column, students make notes about their reasoning or an interpretation of the facts they cite. AL INDIVIDUAL 15 MIN

## **Special Needs**

**Strategy: Language Processing Deficits** Students with language processing deficits benefit from clear step-by-step directions presented in multiple modalities. When discussing the Take Informed Action activity, provide clear directions orally and in writing. Break down the process into smaller steps, so that students understand the intermediary steps they will need to take to succeed.

#### Reading and Writing Essentials

Analyzing Sources: Civil Rights Movement Activists Use the Lesson 5 worksheet available online to help you teach this topic to English Language Learners and Approaching Level Students. This worksheet can be customized and assigned digitally. AL ELL INDIVIDUAL 20 MIN

## **ASSESS**

## **№** GO ONLINE Lesson 5 Quiz

Assessing Student Understanding Use the online assessments to gauge student progress. You can assign the ready-made Lesson Quizzes and Topic Tests electronically. You can also create your own quizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. INDIVIDUAL 20 MIN

G

#### Julian Bond's Campaign

In 1964 a Supreme Court ruling barred states from gerrymandering districts to weaken the votes of African American citizens. Georgia redrew its districts to create three new majority-African American districts. Julian Bond of SNCC ran for a seat in the Georgia House of Representatives, and in early 1965, he and six other African American leaders were elected. The Student Voice, a newspaper produced by SNCC, reported on his campaign.

#### PRIMARY SOURCE : NEWSPAPER

46 The successful campaign of a young SNCC worker for the Georgia House of Representatives has begun a new phase of political organizing for SNCC....

'The campaign was a new one for Atlanta for several reasons,' Bond said. 'For one, we tried to run on issues and not labels, on people's concerns and not their prejudices. Atlanta has never had a house-to-house, block meeting campaign like this one, where people knew the candidate and got a chance to question him.'

'The next step,' a campaign worker said, 'is to put people inside Julian's District in touch with each other, so they can use each other to get things for themselves.' . . .

But more important, Bond says, 'they've begun to talk about including in the strike others across the city who live in the same kind of houses. They want to organize everyone who wants a better house through their actions.'

The campaign was unique because Bond and his campaign workers asked residents of the District—voters and non-voters alike—what it was that they expected from a State Representative and what they were prepared to do themselves...

'The state of Georgia says anyone who is 21-years old and who has \$500 is ('qualified'. 'B ond said, 'and I agree with them completely. The real qualification is interest and a willingness to work: '9'

—The Student Voice, July 5, 1965

#### EXAMINE THE SOURCE

- 1. Inferring What roles did Bond play in civil rights?
- 2. <u>Drawing Conclusions</u> How did Bond and his campaign influence the political climate in Georgia

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#### **Your Inquiry Analysis**

#### EVALUATE SOURCES AND USE EVIDENCE

Reflect back to the Compelling Question and the Supporting Questions you developed at the beginning of this lesson.

- Legining of this resolt.
  1. Gathering Sources Refer back to the graphic organizer you created as you read through the sources. Which sources most helped you answer the Supporting Questions you wrote? Circle or highlight those sources in your graphic organizer. Then, write a sentence or two in which you explain how helpful your Supporting Questions were in guiding your inquiry. Note any additional questions that you might have as well as any questions that were left unanswered.
- 2. Evaluating Sources Review the sources that you found the most helpful, and evaluate their credibility. What blases does each source reveal, and how do those blases shape the content of each source? What additional research might you do to confirm the details provided by each source? What insights do these personal perspectives offer?
- Comparing and Contrasting Select two of the activists from the sources. Compare and contrast the roles that they played, the goals that they had, and the ideas that they espoused, as related in the sources.

#### COMMUNICATE CONCLUSIONS

Using Multimedia Write an answer to each of your Supporting Questions. Then share your responses with a partner. Together, write a paragraph in response to the Compelling Question in which you cite evidence from the sources. Locate images and quotes from each of the sources, and assemble these in a slideshow along with your response to the Compelling Question. Present your slideshow to the class.

#### TAKE INFORMED ACTION

Teaching the Value of Nonviolent Action
Protests remain an important part of civil
action and discourse today. Research the
history of nonviolence as a tool of political and
social protest, including its use during the civil
rights movement and in response to current
events. Then, write a guide for your own
nonviolent protest workshop in which you
explain the value and intent of nonviolent
protest as well as at least three strategies for
sustaining a nonviolent position in the face of
critical or violent opposition. Your instruction
should include what NOT to d during
nonviolent protest and why and should
discuss the legal implications of some forms of
protest. Present your plan as a tutorial guide,
website, or workshop session.

empts to Hear Voice of People." The Student Voice: v.6, no. 4. July 5, 1965.

#### YOUR INQUIRY ANALYSIS ANSWERS

#### EVALUATE SOURCES AND USE EVIDENCE

- Answers will vary depending on the Supporting Questions, but should highlight helpful sources and explain how effective their Supporting Questions were in guiding their inquiry. They might note additional questions they have or questions that were left unanswered.
- 2. Answers will vary, but should identify bias and explain how that bias potentially shaped the content of each source, describe insights provided and identify additional research to corroborate information in the sources.
- 3. Answers will vary depending on sources chosen but should compare and contrast the roles of two activists, such as Julian Bond and Ella Baker, and their actions, goals, and ideas as described in the sources.

#### COMMUNICATE CONCLUSIONS

Answers will vary, but students should write a clear response to the Compelling Question explaining how the activists and groups helped advance the goals of the civil rights movement. They should then pair quotes from each source with images in a slideshow presentation to share.

#### **TAKE INFORMED ACTION**

Students should research the evolution of nonviolent protest as a tool of political persuasion and reform, including its role in the civil rights movement and in response to at least one current event or issue. Finally, students should use what they learned to plan a workshop on nonviolent philosophy and methods. Their final project should reflect the ideals and methods of nonviolent protest, particularly in the face of opposition.

# 06

#### The Civil Rights Movement Continues

#### READING STRATEGY

Analyzing Key Ideas and
Details As you read, use a
graphic organizer like the one
below to list major violent events
in the civil rights movement and

Event	Result

#### **Urban Problems Outside the South**

How did the methods and the goals of the civil rights movement change in the 1960s and what were the results?

Despite the passage of civil rights laws in the 1950s and 1960s, racism still existed across the United States and was not confined to the South. Such racism created a series of disadvantages that placed African Americans in poverty. In 1960, only 15 percent of African Americans held professional or managerial white collar jobs, as compared to 44 percent of whites. African Americans held low-paying jobs and the average income of African American families was 55 percent of the income of a white family. These income disadvantages and existing legal restrictions prevented African Americans from freely moving out of the depressed urban centers to the growing suburbs.

Several northern cities also saw civil rights protests erupt. In 1963 Ruth Batson and members of the NAACP led protests against school segregation in Boston, culminating in multiple school boycotts by thousands of African American high school students. In 1964 nearly half a million students in New York City boycotted school to protest segregation policies

#### The Watts Riot and the Kerner Commission

Just five days after President Johnson signed the Voting Rights Act, a riot erupted in Watts, a predominantly African American neighborhood in Los Angeles. Allegations of police brutality along with existing housing segregation, job discrimination, and social and economic inequality sparked an uprising. This revolt lasted six days and more than 14,000 National Guard uprising. I his revoit lasted six days and more than 14,000 National Guard members and 1,500 law officers were sent to restore order. Uprisings broke out in dozens of American cities between 1965 and 1968. In Detroit alone during 1967, burning, looting, and conflicts with police and the National Guard resulted in 43 deaths and more than 1,000 wounded. Property loss was estimated at almost \$200 million.

That same year President Johnson appointed the National Advisory Commission on Civil Disorders, headed by Governor Otto Kerner of Illinois, to study the causes of the urban riots. The Kerner Commission, as it became known, blamed racism for most urban problems. The commission reported that "[o]ur nation is moving toward two societies, one black, one white—separate and unequal." The commission recommended the creation of inner-city jobs

#### The Poor People's Campaign

In the mid-1960s, Dr. Martin Luther King, Jr., decided to focus on the economic problems that African Americans faced. King was inspired by the work of Albert Raby, an organizer for the Coordinating Council of Community Organizations (CCCO) in Chicago. The CCCO contained various groups that worked to reform Chicago's public school policies. Raby led a school boycott in 1963. Two years later, King joined Raby for a series of rallies in Chicago, and King later relocated to the city in 1966. To call attention to deplorable housing conditions, Dr. King and his wife Coretta moved into a slum apartment in an

racism prejudice or discrimination against someone of a particular racial or ethnic group

GO ONLINE | Explore the Student Edition eBook and find interactive maps, time lines, and tools.

#### **ANSWERS**

#### **READING STRATEGY**

Event: Watts Riot; Result: Kerner Commission report

**Event:** Malcolm X breaks with Nation of Islam. **Result:** He is assassinated.

**Event:** King is assassinated. **Result:** The "Poor People's Campaign" lacks a strong leader to bring more success.

#### **LESSON 06 · LEARN THE EVENTS**

# The Civil Rights Movement Continues

# **ENGAGE**

#### READING SKILLS

Analyzing the Central Idea in African American Experiences Have students read the introductory paragraph to "Urban Problems Outside the South." Distribute a Main Idea graphic organizer, available in your online course, or have students create their own. Have them identify the main idea of the paragraph and write it in the "Main Idea" section of the graphic organizer. (Much did not change for African Americans even after laws were passed to protect them.) Then, have students find and write in the details that support the main idea. (Housing restrictions kept African Americans in cities. In 1960, 15 percent held good jobs. African American families earned much less than whites. Nearly half of African Americans lived in poverty. African American unemployment was twice that of whites.) INDIVIDUAL 15 MIN

#### HISTORICAL THINKING SKILLS

Summarizing the Watts Riot Review "The Watts Riot and the Kerner Commission" with students. Divide the class into small group and have each group discuss the Watts riot. Students may wish to research more details about the Watts riot online or at the library. Then, have each group write a one-paragraph summary of the riots. Ask volunteer groups to share their work with the class. SMALL GROUP 20 MIN

## **TEACH**

#### HISTORICAL THINKING SKILLS

Analyzing Primary Sources Have students find the Kerner Commission Report online on the National Criminal Justice Reference Service website at www.ncjrs.gov. Ask them to read the summary of the report. Alternatively, print and distribute the Summary page to students. **Ask:** What did the Kerner Commission conclude about racial division in the United States during the late 1960s? (The Commission concluded that the racial division was not inevitable and that it could be reversed.) As a class, discuss how racial division has or has not changed since the Kerner Commission made its report. WHOLE CLASS 30 MIN

## WRITING SKILLS

**Gathering Evidence About an Issue** Give students time to read the first paragraph of "The Poor People's Campaign." Have them consider the tactic the Kings used to call attention to the wretched living conditions in African American neighborhoods. Then, have students think about an issue they would like to see addressed in their own city or town. Ask them to write at least three ways they could gather evidence to call attention to that issue. (Possible answers: Take photographs, conduct research at the library or online, reach out to experts.) INDIVIDUAL 10 MIN

## **Special Needs**

Activity: ADHD Students with ADHD may benefit from the use of color-coded visual aids to help them remember details about violent events from the civil rights movement. As students work on the Reading Strategy graphic organizer, they should color-code each event or result that took place. For example, a student might choose blue for an "event" and green for a "result." In this example, a student who takes notes on the Watts Riot, should create a note in blue. If a student notes that property loss was estimated at almost \$200 million, this note should be in green. INDIVIDUAL 10 MIN

## Social and Emotional Learning: Self-Awareness

Recognizing Strengths Give students time to finish reading "The Poor People's Campaign." Ask: Do you think Dr. Martin Luther King, Jr., was determined and resolute in fighting for civil rights for African Americans? Why or why not? (Possible answer: Yes. Despite seeming slow-moving at times, his marches, speeches, and rallies were effective in calling attention to the issues he wanted to address. Even though his actions sometimes did not have as much effect as he wanted, he patiently and consistently worked toward his political goals.) What skills can you learn to make yourself a more determined and resolute person? (practicing patience, practicing self-awareness, thinking about what I say before I say it, practicing self-control when angry) INDIVIDUAL 10 MIN

## Reading and Writing Essentials

The Civil Rights Movement Continues This resource offers literacy support and reading and writing activities to help approaching-level students and English Language Learners understand lesson content. AL ELL INDIVIDUAL 20 MIN

#### READING SKILLS

**Evaluating Opposing Arguments** Give students time to read the Supreme Court feature on Heart of Atlanta Motel, Inc. v. United States. Ask students to form small groups. Have each group create a T-chart. At the top of the left column, have each group write "Morton Rolleston." At the top of the right column, have them write "Supreme Court." Then, have each group write Rolleston's arguments in the left column, and the Supreme Court's rulings in the right. Ask: Why did the Supreme Court rule the Heart of Atlanta motel practiced interstate commerce? (It was near two major highways, so most of its customers were from other states.) SMALL GROUP 15 MIN

## GO ONLINE History & Economics Activity

The Black Panthers Free Breakfast for Children Program This worksheet explains the history of the Black Panther Party's initiative called Free Breakfast for Children Program. In 1969, the program started in Oakland, California, to serve the poor children of that city who attended school each day without food and had difficulties learning and performing well in school. The program's popularity within its first year saw the idea expand to many cities across the United States, feeding thousands of disadvantaged kids. Though some people in the government disliked the effort and tried to prevent its success, a similar effort (the School Breakfast Program) is now run by the federal government. INDIVIDUAL 20 MIN

#### ANALYZING SUPREME COURT CASES

#### Heart of Atlanta Motel, Inc. v. United States, 1964

illegal for establishments engaged in interstate commerce to discriminate based on race. All businesses or establishments that provided goods, facilities, or services to the public were bound by Title II. Prior to the passage of the Civil Rights Act of 1964, the owner of the Heart of Atlanta Motel refused to rent rooms to African American customers. Intending to continue this practice in rooms to African American customers, intending to continue this practice in violation of the law, the motel's owner sued the government in federal court, challenging the Civil Rights Act and arguing that Congress had exceeded its power to regulate interstate commerce. The motel owner also argued that his Fifth Amendment rights were violated because he was not allowed to run the business as he saw fit, such as by choosing his own customers. After a federal district court ruled against the owner, the case was taken up by the U.S.

HOW THE COURT RULED The Court explained that the motel was engage interstate commerce because, due to its location near two interstate highinterstate commerce because, due to its location near two interstate highways most of its patrons were from out of state. In addition, the motel advertised on a national scale. The Court's opinions noted that, because racial discrimination impeded interstate commerce, Congress was authorized to prohibit it. In its decision, the Court affirmed the right of the federal government to regulate local private businesses, not just state or government entities. This decision would set a precedent later used to revoke Jim Crow laws.



- 1. Citing Text Evidence What text evidence supports the idea that the Heart of Atlanta Motel engaged in interstate commerce?
- 2. Explaining What was especially significant about the Supreme Court's ruling?

African American neighborhood. He and the SCLC hoped to improve the economic status of African Americans in poor neighborhoods.

The Chicago Movement made some headway in the face of adversity, although it never fully achieved its goals. When Dr. King led a march for open housing through the all-white neighborhood of Marquette Park, he was met by angry whites more hostile than those in Birmingham and Selma.

Mayor Richard I Daley met with King to discuss and bankers also agreed to promote open housing. In theory, mortgages and rental property would be available to everyone. In practice, little changed. Dr. King had been drawn to Chicago partly in response to Al Raby's work with the Coordinating Council of Community Organizations (CCCO). The CCCO partnered with the SCLC and conducted sit-ins, boycotts, and marches

✓ CHECK FOR UNDERSTANDING

Identifying Cause and Effect Why did riots break out in dozens of U.S. cities in the late 1960s?

#### Black Power and the **Black Panthers**

#### **GUIDING QUESTION**

What attracted some African Americans to the Black Power movement?

Dr. King's lack of progress in Chicago convinced some activists that nonviolent protests could not solve economic problems. Even before this, some members of SCLC had promoted more drastic measures to enact change. After 1965, many African Americans began to turn away from King. Some called for more aggressive forms of protest, and organizations such as CORE and SNCC believed that African Americans alone should lead their struggle. Many young African Americans called for black power, a term with many meanings, A few, including Robert F. Williams and H. Rap Brown, interpreted black power to include the idea that physical self-defense was an appropriate response when threatened

In 1964 Stokely Carmichael, a young African American activist and Freedom Rider, traveled to Alabama, where he organized an independent

#### **ANSWERS**

## **ANALYZING SUPREME COURT CASES**

- 1. The text states that most of the motel's customers were from out of state. It also says the motel advertised on a national scale.
- 2. The decision affirmed the federal government's power to regulate private businesses if they affected interstate commerce. It also helped put an end to Jim Crow laws.

#### ✓ CHECK FOR UNDERSTANDING

Answers will vary but should touch upon some of the following: poverty, unemployment, overcrowding, illness, poor education, broken families, and police brutality.



Members of the Black Panther Party assemble in front of the courthouse in Oakland, California, in 1968 to support leader Huey P. Newton, who was charged with killing a police officer. After several trials, the charges were dropped

Making Connections How does this image of the Black Panther Party reflect the values and purpose of

political party called the Lowndes County Freedom Organization (LCFO), White supremacists in the mostly African American county had a history of terrorizing African Americans who attempted to vote, and the LCFO sought to empower African Americans to claim that constitutional right. The organization's symbol was a black panther. In 1966 Carmichael first spoke of a new Black Power movement which both promoted African American pride and advocated the necessity of self-defense in violent situations.

In 1966 most supporters of the black power movement believed African Americans should control the social, political, and economic direction of their civil ights struggle:

66 This is the significance of black power as a slogan. For once, black people are going to use the words they want to use-not just the words whites want to hear. . . . The need for psychological equality is the reason why SNCC today believes that blacks must organize in the black community. Only black people can create in the community an aroused and continuing black consciousness.

-from "What We Want," the New York Review of Books, September 1966

Black power emphasized racial distinctiveness instead of adapting to the dominant culture. African Americans showed pride in their racial heritage through "Afro" hairstyles and African-style clothing. Many also took African names. Dr. King and some other civil rights leaders criticized black power as a philosophy of hopelessness and despai

By the early 1960s, a young man named Malco X had become a symbol of the black powe movement. Born Malcolm Little in Omaha, Nebraska, he experienced a difficult childhood and adolescence. In 1946 he was imprisoned for burglary. While in prison. Malcolm educated himself and played an active role in the prison debate society

Eventually he joined the Nation of Islam commonly known as the Black Muslims. Despite its name, the Nation of Islam is very different from mainstream Islam. It preached black nationalism. After pining the Nation of Islam, Malcolm Little became Malcolm X. The X symbolized the unknown family name of his enslaved African ancestors. He declared that his true name had been stolen from him by enslavement, and he would no longer use his former name. Malcolm X's criticisms of white society and the mainstream civil rights movement gained national attention for the Nation of Islam.

By 1964, however, Malcolm X had broken with the group. Discouraged by scandals involving the Nation of Islam's leader, he went to the Muslim holy city of Makkah (Mecca) in Saudi Arabia. After seeing Muslims from many races worshiping together, he no longer promoted separatism. After Malcolm X left the Nation of Islam, he continued to criticize it. Organization members shot and killed him in February 1965

Malcolm X's speeches and ideas influenced a new generation of militant African American leaders who supported black power, black nationalism, and conomic self-sufficiency. In 1966 in Oakland, California, Huey P. Newton and Bobby Seale organized the Black Panther Party for Self Defense. Black Panther leaders called for an end to racial oppression and for control of major institutions in the African American community, such as schools, law enforcement, housing, and hospitals.

Like Malcolm X, the Black Panthers believed that nonviolent methods and tactics were not always enough to liberate African Americans or give ther control over their lives. California law permitted citizens to openly carry firearms. Black Panther members sent armed patrols into neighborhoods to protect citizens from police misconduct and brutality In 1967 Seale led a small group of armed Black Panthers into the California state capitol to protest legislation prohibiting the Panthers' armed patrols

Originally founded to fight police brutality, the Black Panther Party later established and promoted social reform, creating dozens of community assistance programs in cities with Black Panther chapters. These clothing, and education for children. One of the party's most successful offerings was the Free Breakfast for Children Program for school-aged children. This idea spread across the country and helped lead to an increase in federal food programs

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#### **ANSWERS**

## **Making Connections**

Black Panther Party members wore similar clothing such as a black leather jackets and many members also wore berets and styled their hair in natural Afros. This helped them appear unified. It also made them recognizable in the communities where they provided social services and organized against police brutality. Allowing their hair to be natural, rather than conforming to white cultural norms of hair styling, was also an expression of Black power and African American culture.

#### **READING SKILLS**

**Understanding Malcolm X** Have small groups research Malcolm X's life online. Students may use The Martin Luther King, Jr. Research and Education Institute at Stanford University at kinginstitute.stanford.edu to learn more about Malcolm X or another reputable source. Then distribute a Time Line graphic organizer to each group or have students create their own. Ask each group to create a time line of Malcolm X's life using evidence from the text and from their other resources. Ask volunteer groups to share their work with the class. SMALL GROUP 50 MIN

#### Digital Option

Digital Time Line About Malcolm X Students may wish to create a digital time line of Malcolm X's life to post online. Encourage each group to find photographs and other materials, such as quotes by Malcolm X, to help tell his story. Also, encourage students to cite their source material. Ask volunteer groups to share their work with the class. SMALL GROUP 50 MIN

## Guided Reading Activity

The Civil Rights Movement Continues Assign the Guided Reading Activity to help students develop critical reading skills and create study notes as they answer questions about the main ideas of the lesson. AL INDIVIDUAL 20 MIN

## **English Learners Scaffold**

#### Analyzing a Photograph

## **Entering and Emerging**

Help students understand the information in the photograph by asking wh- questions. Ask: What are the people in the photograph doing? (They are standing in a line.) What is on the banner one of the men is holding? (There are several icons of a panther on the banner.)

## **Developing and Expanding**

Have pairs of students explain the information presented in the photograph. Guide partners to use a variety of verbs and verb phrases such as suggests and indicates that. For example, the number of people gathered together in the photograph indicates the importance of an event.

#### **Bridging and Reaching**

Direct students to think critically about the photograph. Ask: What does it look like the people in the photograph are doing? (It looks like they are protesting something.) Being black and white, what does the photograph indicate? (It indicates that this photograph was not taken recently, that it was taken before color photographs were available.) **ELL** SMALL GROUP 15 MIN

#### **LESSON 06 • LEARN THE EVENTS**

#### HISTORICAL THINKING SKILLS

Analyzing the Black Power Movement After reading about the Black Power Movement and the Black Panther Party. Ask: Why did those in the Black Power Movement feel it was necessary to organize? (Members were frustrated with the slow progress of Dr. Martin Luther King, Jr.'s, nonviolent strategies. They felt more direct actions were needed.) What did the Black Panther Party do to help fellow African Americans? (The Black Panther Party created community assistance programs for healthcare services, children's education, legal aid, clothing, and free breakfast programs for children.) WHOLE CLASS 10 MIN

#### Differentiate the Activity

Identifying Details for Analysis Explain to students that they can analyze beliefs by finding quotes in the text. For example, Stokely Carmichael is quoted talking about black power in the text. Students can also look for actions. For example, the text states that Stokely Carmichael formed the political party called the Lowndes County Freedom Organization. Have students point out Carmichael's words and actions in the text. Then, ask them to find actions or words of other members of the Black Power Movement. AL WHOLE CLASS 10 MIN

## HISTORICAL SKILLS

**Evaluating Leadership** Give students time to read "Dr. King Is Assassinated." Distribute a web graphic organizer, from your online course, or have students create their own. Ask students to fill in the center bubble with "Protests." Then, ask them to complete the rest of the bubbles with how the protests were handled. For example, President Johnson sent nearly 14,000 federal troops into Washington, D.C. to suppress protests. Ask: How did some cities diffuse anger without violence? (Los Angeles and New York City paired city and social leaders together so they could reach out to citizens.) WHOLE CLASS 10 MIN

## **Background Information**

Martin Luther King's Final Speech On April 3, 1968, Dr. Martin Luther King, Jr., delivered one of his most famous speeches, known as "I've Been to the Mountaintop." He was in Memphis to support the Memphis Sanitation Workers' strike. That day, King had a sore throat and a slight fever. He asked his colleague Ralph Abernathy, a fellow pastor, to speak at the scheduled rally in his place. However, the crowd had come to hear King speak, so Abernathy asked King to come to the rally. King improvised the speech, saying, "I've seen the Promised Land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the Promised Land." The next day, James Earl Ray shot and killed King at the Lorraine Motel, where King was staying. King was 39 years old.

## READING SKILLS

Reading Closely About the Civil Rights Act of 1968 Review "Dr. King is Assassinated" with students. Ask: Why was the Civil Rights Act of 1968 also known as the Fair Housing Act? (The Act outlawed discrimination on the basis of national origin, color, race, or religion when financing, renting, or selling housing.) Who was this law intended to benefit? (The law was intended to end discrimination against African Americans in housing. It also helped immigrants and some religious minorities, such as Jewish Americans, who had also experienced housing discrimination.) WHOLE CLASS 10 MIN

Many of these events were organized by women, who made up about half of the party's membership Some, like Kathleen Neal Cleaver, Ericka Huggins, Lynn French, and Elaine Brown, held leadership roles within the party, while radical scholar and activist Angela Davis taught political education classes to party me

✓ CHECK FOR UNDERSTANDING

Summarizing Why did many young African Americans join the black power movement?

#### Dr. King is Assassinated

How did Dr. King's assassination affect the civil rights

In March 1968, Dr. King went to Memphis, Tennessee to support a strike of African American sanitation workers. At the time, the SCLC planned a national Poor People's Campaign to promote economic advancement for impoverished Americans. The campaign planned to lobby the federal governm commit billions of dollars to end poverty and unemployment in the United States. People of all D.C., to camp out until both Congress and President Johnson passed the legislation to fund the proposal.

On April 4, 1968, as he stood on his hotel balcony in Memphis, Dr. King was assassinated by a gunshot, In a speech the previous night, King had told a gathering at a local church, "I've been to the mountaintop. . . . I've looked over. And I've seen the promised land. I may not get there with you, but I want you to know tonight that we as a people will get to the promised land." Dr. King's death touched off both national mourning and violence in more than 100 cities, including Washington, D.C. where President Johnson sent almost 14,000 federal troops to suppress the protests.

Dr. King's death ignited the violence, but frustration over the continuing issues of segregation police brutality, school and housing inequalities, and unemployment fueled the anger. People were reacting to the long-standing systemic disparities that Dr. King and the civil rights movements had spent over a decade trying to end. Around 27,000 people were arrested during the violence and 3,500 were injured. About 125 fires blazed throughout Chicago, while city leaders in Baltimore called in 5,000 federal soldiers to prevent arson in their neighborhoods. Not all cities experienced such violence. Los Angeles and New York City brought together city and social leaders to reach out to citizens to diffuse the anger

The Reverend Ralph Abernathy served as a trusted assistant to Dr. King for many years, and led the Poor People's Campaign in King's absence.

However, the demonstration was a very public failure. It did not achieve any of the major objectives that either King or the SCLC had hoped it would.

In the wake of Dr. King's death, Congress passed the Civil Rights Act of 1968. This law, sometimes known as the Fair Housing Act of 1968, outlawed discrimination on the basis of race, color, religion, or national origin when selling, renting, or financin housing. In many communities across the nation African Americans were prevented from purchasing homes in defined neighborhoods. Banks would not approve loans because of racist attitudes or assumptions made by the loan officers. The Civil Rights Act of 1968 tried to end these practices, but dditional legislation was later passed to strengtl the attempt.

The law also benefited immigrants and religious minorities. Historically, in many places in the United States Tewish Americans had encountered rules preventing them from buying or renting property in certain neighborhoods. The Civil Rights Act of 1968 expanded their economic opportunities as well.

The assassination of Dr King was a turning point in the civil rights movement. After his death, the movement began to fragment. With formal laws in place banning segregation and discrimination and guaranteeing voting rights, the movement lost some of its unity of purpose. The shift to economic rights was already underway at the time of his death, and it was clear that the struggle to end poverty and provide more economic opportunity would have to involve different approaches than those used before.

#### ✓ CHECK FOR UNDERSTANDING

Identifying Cause and Effect What was the nation's reaction to Dr. King's assassination?



A funeral procession of over 100,000 mourners ny the casket of Dr. Martin Luther King, Jr., fo

#### **ANSWERS**

✓ CHECK FOR UNDERSTANDING

**Summarizing** They had come to believe that nonviolent protests were doing little to solve the economic problems of African Americans.

✓ CHECK FOR UNDERSTANDING

Identifying Cause and Effect It touched off mourning and protests in more than 100 U.S. cities.

#### **Seeking Greater Opportunities**

How did African American civil rights reformers change their focus?

Although various forms of racial discrimination had become illegal, many African Americans saw little improvement in their daily lives. Access to good jobs and equal schooling remained prevalent issues. Civil rights leaders began to focus on these problems

#### **Equal Access to Education**

In the 1970s, African Americans and their allies began to push harder for improvements in public education and access to good schools. In the 1954 case *Brown* v *Board of Education*, the Supreme Court had ordered an end to segregated public schools. In the 1960s, however, many schools remained segregated as communities moved slowly to comply with the Court. Since children usually attended a school in their neighborhood, segregation in public schools reflected the racial segregation of neighborhoods.

In many cases where such segregation existed, white schools were superior, as Ruth Batson of the NAACP noted about Boston schools in 1965:

66 When we would go to white schools, we'd see . . . a small number of children in each class. The teachers were permanent. We'd see wonderful materials. When we'd go to our schools, we would see overcrowded classrooms, children sitting out in the corridors, and so forth. And so then we decided that where there were a large number of white students, that's where the care went. That's where the books went. That's where the money went.

-auoted in Voices of Freedom, 1990

Courts began ordering local governments to bus children to schools outside their neighborhoods to achieve greater racial balance. The practice led to protests and even riots in several white communities. The Supreme Court, however, upheld the constitutionality of **busing** in the 1971 case *Swann* v. Charlotte-Mecklenburg Board of Education.

In response, many white parents took their children out of public schools or moved to suburban districts with no busing. For example, thousands of white students left Boston's public school system to attend parochial and private schools. By late 1976, minorities made up the majority of Boston's public other cities. The city of Detroit, Michigan, tried to

busing the practice of transporting children to schools outside of their neighborhoods to achieve a more equal racial balance

address the issue of continuing school inequality by busing students between districts in 1974. However the Supreme Court ruled in Milliken v. Bradley that busing across district lines was unconstitutional unless it was proven that those school district boundaries had been purposely drawn to create segregation.

#### Affirmative Action and the Bakke Case

In addition to supporting busing, civil rights leaders began advocating affirmative action as a new way to solve discrimination. Political leaders such as President Kennedy and President Johnson supported e strategy as an effective solution to address racial inequality.

Affirmative action was enforced through executive orders and federal policies. It called for companies schools, and institutions doing business with the federal government to recruit African Americans candidates for new hiring positions and for educational enrollment. Supporters hoped that this intentional targeting of African American candidates would improve their social and economic status. Officials later expanded affirmative action to include other minority groups and women

Through affirmative action, the city of Atlanta, Georgia, witnessed a significant increase in minority job opportunities. In 1974 Maynard Jackson took office as Atlanta's first African American mayor, When lackson was elected. African Americans made up a large part of Atlanta's population, but only a few city contracts went to African American companies Through Jackson's efforts, small companies and minority-owned firms took on a higher percentage of all city contracts. This helped these African American business owners experience financial success.

Some critics argued that an unintended consequence of affirmative action programs was reverse discrimination against white males. They claimed that affirmative action led to the use of quotas on the basis of race or gender. They argued that white men were denied opportunities because slots were set aside for minorities or women.

In 1978 the Supreme Court addre action in Regents of the University of California Bakke, Officials at the University of California at Davis medical school had twice denied the application of Allan Bakke. When Bakke learned that slots had been set aside for minorities, he sued the school. Bakke pointed out that the school had admitted m claimed that the school had discriminated against him based he was Caucasian

affirmative action an approach used to improve employment or educational opportunities for minorities and women

The Civil Rights Movement 675

## GO ONLINE Additional Resources

Spanish Student Edition Remember that the complete Student Edition is available in Spanish online.

#### **ECONOMICS SKILLS**

Economic Reasoning Related to School Funding Read "Equal Access to Education" as a class. Ask: How were African American schools different than white schools? (According to Ruth Batson, the schools in African American neighborhoods had overcrowded classrooms, inferior materials, and students sitting out in the hallways. The white schools had smaller classes, superior materials, and permanent teachers.) What do these differences say about the differences in the schools' economics? (Most money earmarked for education went to white schools.) WHOLE CLASS 10 MIN

#### READING SKILLS

**Analyzing the** *Bakke* **Case** Ask students to read the section "Affirmative Action and the Bakke Case." Ask: How did President Kennedy and President Johnson support affirmative action? (Both presidents used executive orders and federal policies to support the strategy.) What did these orders and policies enforce? (They required any company, institution, or school that did business with the federal government to recruit African American candidates during the hiring process and recruit African American students for education enrollment.) WHOLE CLASS 10 MIN

## Differentiate the Activity

Analyzing the Bakke Case Direct students to "Affirmative Action in the Bakke Case." Encourage them to think critically about the case. Ask: What was the purpose of the Regents of the University of California v. Bakke case? (Allan Bakke sued the University of California when he learned that he had been passed over for slots that the university had set aside for minorities. Bakke claimed the university had discriminated against him because he was Caucasian.) Have students create an annotated time line detailing the affirmative action cases that were argued before the Supreme Court following the Bakke ruling. BL WHOLE CLASS 10 MIN

## **Active Classroom Activity**

## **Debating the Federal Government's Reaction to Affirmative Action** Divide the class into small groups. Have each group further divide into two groups. Ask each group to debate the affirmative action strategies the federal government employed to address racial division and discrimination. Students may wish to research more about this online or use another resource. After students have gathered information from the text and other resources, have each group debate what the federal government handled well and what it could have done differently and/or better. Ask volunteer groups to share their research and debate points with the class. SMALL GROUP 50 MIN

# **REVIEW**

## **№ GO ONLINE** Review & Apply Activity

The Civil Rights Movement Continues Assign the Review & Apply Activity to help students summarize lesson content. INDIVIDUAL 20 MIN

#### WRITING SKILLS

Informative Writing About a Political Leader Give students time to read the section "New Political Leaders." Have students choose a political leader listed in the section. Then, have students write a twoto three-paragraph biography about that individual. Some students may wish to research more details about the person they chose online or use another resource. For example, students may wish to research more about the life and career of Shirley Chisholm. Ask student volunteers to share their biographies with the class. Use the Informative/Explanatory Writing rubric available in your online course to assess student work. INDIVIDUAL 45 MIN

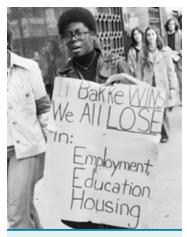
## **Self-Check Quiz** Self-Check Quiz

The Civil Rights Movement Continues Assign students the Self-Check Quiz to help them assess their progress. The ungraded quiz consists of ten multiple-choice questions that focus on the main learning objectives of the lesson and provides instant feedback to the student. INDIVIDUAL 15 MIN

# **ASSESS**

#### GO ONLINE Lesson 6 Quiz

Assessing Student Understanding Use the printed or digital Lesson Quizzes to assess student progress. You can assign the ready-made Lesson Quizzes, or you can create your own guizzes and tests from hundreds of available questions. This easy-to-use tool helps you design assessments that meet the needs of different types of learners. INDIVIDUAL 20 MIN



Protesters demonstrated as the Supreme Court deliberated the Regents of the University of Califo

**Summarizing** What is the meaning of the sign that the protester is carrying?

In a 5-to-4 ruling, the Supreme Court declared that the university had violated Bakke's civil rights. It said that schools should encourage racial diversity and could consider race as an admissions criteria, but that they could not set aside "fixed quotas," for minorities.

Affirmative action policies have regularly been challenged and debated in the decades since Bakke In the 2003 case Grutter v. Bollinger, the Court ruled that affirmative action is allowed when race is used as one factor in admissions decisions to promote student diversity. But that same year, in *Gratz* v. Bollinger, the Court prohibited a points- or quota based system of affirmative action, upholding Bakke In the 2016 case Fisher v. University of Texas at Austin, the Court, referring back to the language of the Grutter decision, determined that affirmative action policies are constitutional and allowed when they are "narrowly tailored" to serve the state's compelling interest in "the educational benefits that flow from student body diversity.'

#### **New Political Leaders**

New political leaders emerged in the Δfrican Δmerican community in the 1970s to continue fighting fo

economic, social, and political equality for African Americans. For the first time since Reconstruction. African Americans became more influential in national politics. Jesse Jackson, a former aide to Martin Luther King, Jr., was among this new generation of activists. In 1971, Jackson founded Operation PUSH was dedicated to developing African American businesses, educational opportunities, and social and political development.

Jackson sought the Democratic presidential nomination and lost in 1984 and 1988. Yet he won over millions of voters

In 1971 African American members of Congress organized the Congressional Black Caucus (CBC) to more clearly represent their concerns. One of the CBC's founding members was Shirley Chisholm of New York, the first African American woman to serve in Congress. In 1972 Chisholm entered the race for the Democratic nomination for president, becoming the first woman and the first African American to run for a major party's nomination. Chisholm received the votes of 152 delegates at the Democratic National Convention but did not win the nomination

In 1977 another former assistant to Dr. King, U.S. Representative Andrew Young, became the first African American to serve as U.S. ambassador to the United Nations. He later served as the mayor of Atlanta, By the mid-1980s, African American mayors had been elected in Atlanta, Detroit, Chicago, Los Angeles, New Orleans, Philadelphia, and Washington, D.C.

In 1990 Virginia voters elected L. Douglas Wilder, who became the first African American governor of a state. That same year, David Dinkins took office as the first African American mayor of New York City.

#### ✓ CHECK FOR UNDERSTANDING

- 1. Identifying How was busing used to desegregate public
- 2. Explaining What was the goal of affirmative action?

- Informative/Explanatory Writing Write a paragraph in which you summarize the issues involved in the Supreme Court cases of Swann v Charlotte-Mecklenburg Board of Education and Regents of the University of Colifornia v. Bakke.
- 2. Presenting Work in small groups to prepare a er piece in which newscasters relate three to five highlights of civil rights history set between the years 1954 and 1968. Ask your classmates to take notes for an after-presentati

#### **ANSWERS**

## Summarizing

Allan Bakke sued the University of California claiming that their affirmative action policy was responsible for preventing his admission to the school. If Bakke wins the case, affirmative action will be threatened and inequality in employment, education, and housing will continue for African Americans, other minorities, and women. The sign is arguing that all of American society is affected when portions of the population live in poverty.

## ✓ CHECK FOR UNDERSTANDING

- 1. Busing was used to force integration in schools by moving students to schools outside their immediate neighborhood in order to achieve greater racial balance.
- 2. Affirmative action called for organizations doing business with the federal government to recruit African Americans as a way to improve the social and economic standing of African Americans.

## LESSON ACTIVITIES

- 1. Paragraphs should accurately describe the issues surrounding school busing and affirmative action that each case addressed.
- 2. Content should follow the specifications for the activity and show an adequate degree of preparation.

#### Reviewing the Civil Rights Movement

#### **Summary**

#### Origin of the Movement

During Reconstruction, Congress took some steps to protect African Americans' civil rights. But in 1896 the Plessy v. Ferguson decision allowed those rights to be severely curtailed by state statutes known as Jim Crow laws. These laws legalized segregation, restricting African American mobility, labor, and voting rights. Even where it was not enforced by law, de facto segregation limited African Americans lives.

In response to institutional racism and segregation, the National Association for the Advancement of Colored People (NAACP) and other organizations began to chip away at Jim Crow laws by challenging them in court. The NAACP scored a major victory in 1954 when the U.S. Supreme Court struck down segregation in public education in Brown v. Board of Education. The decision caused some Southern governors to increase their resistance to integration.

#### The Montgomery Bus Boycott

One year after Brown v. Board, Rosa Parks's refusal to yield her seat on a city bus to a white man led to the Montgomery Bus Boycott. A young minister named Dr Martin Luther King, Jr., emerged as a leading voice of the civil rights movement during the boycott. After more than a year, the boycott and legal challenges achieved the desegregation of the city transportation system. That success inspired more resistance throughout the South and led to the formation of the Southern Christian Leadership Conference (SCLC).

Also in 1955, two white men murdered 14-year-old Emmett Till. Till's death highlighted the dangers of racist violence protected by the Southern judicial system.

#### The Little Rock Nine

President Eisenhower had been reluctant to get involved in civil rights issues. After the governor of Arkansas used the National Guard to try to prevent nine African American students from integrating Little Rock's Central High School, Eisenhower intervened, ordering ederal forces to protect the students and enforce integration at Central High School in 1957.

#### Sit-Ins and Freedom Rides

Civil rights activism continued into the 1960s. spearheaded by young college students. One group in Greensboro, North Carolina, used sit-ins to challe segregation in public restaurants. Soon activists throughout the South staged sit-ins to protest segregation, many of them part of groups like the Congress of Racial Equality (CORE) and the Student Nonviolent Coordinating Committee (SNCC), led by young leaders such as John Lewis and Diane Nash

In 1961 a group of African American and white students challenged de facto segregation on interstate buses and terminals. The Freedom Riders were attacked by violent mobs and arrested in several cities. More Freedom Riders expanded the effort. President Kennedy finally sent in federal marshals to protect the riders, but tensions continued until the Interstate

Established by

in the South

African American and

white college students

1963-1964: Organized

1965: Helped organize the March for Freedom

#### Challenging Segregation

James Farmer, Roy Wilkins, Dr. Martin Luther King, Jr., and Ella Bake



integration in interstate

# 1961: Organized the Freedom Rides to force













GO ONLINE | Explore the Student Edition eBook and find interactive maps, time lines, and tools.

## GO ONLINE Additional Resources

Adaptive Learning with SmartBook A proved adaptive learning program, SmartBook offers an interactive environment that helps students learn faster, study more efficiently, and retain more knowledge.

Assign this resource to differentiate instruction for students and report on year-long progression.

#### **LESSON 07 • REVIEW AND APPLY**

# Reviewing the Civil Rights Movement

# REVIEW

## **▼** GO ONLINE Vocabulary Activity

Reviewing the Civil Rights Movement Have students complete the vocabulary activity worksheet to review the key vocabulary of the topic and practice using that vocabulary in the proper context. INDIVIDUAL 20 MIN

#### HISTORICAL SKILLS

**Describing How Southern States Resisted Integration** After the Supreme Court's decision in Brown v. Board of Education, more than 100 white Southern congressmen signed a declaration to use all legal means to resist desegregation. Inform students that lawmakers used many tactics to defy desegregation. Some strategies included creating new private schools to accept only white students and providing state funds to families to pay for tuition, threatening African American families who sent their children to integrated schools, and withholding funds for schools that integrated. Ask: What do you think would be the effect of such actions? (Student responses may include severely disrupting public education, mandating that states cease such tactics by federal courts and violence.) WHOLE CLASS 5 MIN

## SPEAKING AND LISTENING SKILLS

Analyzing the Effectiveness of the Montgomery Bus Boycott The Montgomery bus boycott was a model of massive nonviolent protest and saw the rise of Dr. Martin Luther King, Jr., as a civil rights leader. Assign pairs or small groups to use text, library, and Internet resources to find reasons why the boycott worked. (Student responses will vary, but may include effective leadership, highly organized and disciplined protesters, negative reactions from the white community, national media coverage, or the court case that struck down segregation on public transportation.) Have each pair present their reasons to the class. Take notes on the board and, as a class, discuss which is the strongest argument. SMALL GROUP 30 MIN

#### Differentiate the Activity

**Delivering a Presentation About the Montgomery Bus Boycott** There were several factors that contributed to the success of the Montgomery bus boycott, including effective leadership, disciplined protesters, condemnation of negative reactions from city leaders, and a favorable legal ruling from the Supreme Court. Assign students to research one of these factors using library or Internet resources. Have them create and deliver a short presentation about their topic that includes names and information about individuals involved, their role in the boycott, and at least one quote from a primary or secondary source that supports their presentation. AL INDIVIDUAL 40 MIN

#### **LESSON 07 • REVIEW AND APPLY**

#### READING SKILLS

Analyzing the Power of Words and Images Display images and news footage of violence against civil rights protesters in Birmingham. Make sure to thoroughly review them before displaying to the class. Ask: What do you think was the reaction to these images? What is your reaction? Have students use library and Internet resources to locate op-eds or news commentary reacting to events in Birmingham. Warn students that some language from these sources may be offensive today. Hold a class discussion about how students' reactions compare to reactions of people at that time. INDIVIDUAL 20 MIN

#### CIVICS SKILLS

Understanding How Segregationists Stalled Legislation Remind students that legislation must pass through committees and subcommittees, making it easy to stall or kill proposed legislation. At each step, hearings are held and amendments are proposed, and members vote to either pass the legislation to the next level or to "table" it, which effectively kills it. Segregationists in subcommittees proposed amendments to render civil rights legislation ineffective, added amendments to guarantee it would not be voted out of committee, or tabled legislation. Ask: What are the advantages and disadvantages of this legislative system? (Advantages may include killing harmful legislation, disadvantages may include allowing vocal minorities to kill popular or effective legislation.) WHOLE CLASS 5 MIN

#### WRITING SKILLS

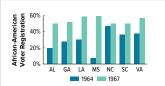
Writing a Narrative of a 1968 Event The year 1968 is seen as pivotal in the civil rights movement. Assign students to write a brief narrative about one of these significant 1968 events using library or Internet resources as references. Make sure they properly cite their sources. Use the Narrative Writing rubric available in your online course to assess student work. INDIVIDUAL 45 MIN

#### Social and Emotional Learning: Social Awareness

Appreciating Diversity in the Civil Rights Movement Inform students that the term "civil rights movement" captures the activities of many different groups that sometimes had competing goals. For example, SNCC focused on voter registration and nonviolent protest while the Black Panthers emphasized black empowerment through racial separation. Ask: Is it acceptable to work with people or groups you disagree with in order to achieve a common goal? Would you actively support a position you disagree with if you knew you could get support for your own opinion? Why or why not? Conduct a class discussion to let students explore these questions.

WHOLE CLASS 15 MIN





Commerce Commission issued prohibitions on

#### The Battle Continues

Although President Eisenhower had signed civil rights bills in 1957 and 1960, they did not go far enough in protecting African American rights. Some civil rights leaders called on President Kennedy to support stronger civil rights protections, and others continued to challenge segregation directly

The movement focused a series of protests on key Southern cities, including Birmingham, Alaba Dr. King and others were arrested during the protests. Soon more protesters joined in, many of them children. At the direction of Bull Connor, city law enforcement forcefully attacked the peaceful protesters with hoses and dogs, and the news images shocked the public across the country.

On June 11, 1963, President Kennedy se roops to Alabama to enforce integration on public college campuses. He also announced support for a strong new civil rights bill. In the early hours of June 12, a white segregationalist murdered civil rights activist Medgar Evars in Mississippi. Activists organized a March on Washington, In August Dr. King delivered his "I Have a Dream" speech to over 250,000 demonstrators at the Lincoln Memorial in Washington, D.C.

Segregationists continued to stall the civil rights legislation in Congress. After Kennedy's assassination President Lyndon Johnson pressed Congress to send him a bill, which resulted in the Civil Rights Act of 1964 The act represented the most extensive civil rights legislation ever passed by Congress, but it still did not explicitly protect voting rights. The movement next focused on securing federal voting rights protection Those who tried to help African Americans register to vote faced resistance and, in some cases, murder Activists marched from Selma to Montgomery in Alabama to bring national attention to the cause. On "Bloody Sunday" authorities violently attacked the

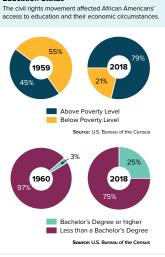
protesters. A few months later, Johnson signed the Voting Rights Act of 1965 into law.

#### The Movement Changes

The movement faced competing priorities from groups who disagreed on the most important focus. Som wanted to address long-term effects of segregation, such as inadequate housing and low incomes. Frustration with systemic racism and police brutality sparked numerous uprisings in cities throughout the country. Al Raby's Chicago Freedom Movement drew Dr. King to put more emphasis on economic inequality through the Poor People's Campaign.

Some younger activists, inspired by figures such as Stokely Carmichael and Malcolm X, lent their voice and efforts to the Black Power movement. There were always activists who disagreed with an emphasis on nonviolent resistance. The Black Panther Party called for self-empo African American communities. After Dr. King's assassination in 1968, some lost hope that further change could be achieved. Despite many successes, the movement experienced some setbacks in the 1970s, including the Bakke case, which limited the use of affirmative action in education.

#### African American Poverty Rates and **Education Status**



#### **English Learners Scaffold**

#### **Explaining the Civil Rights Era**

## **Entering and Emerging**

Have students scan the sections "The Battle Continues" and "The Movement Changes" for unfamiliar vocabulary words. Some examples may include segregation, law enforcement, hoses, integration, announce, assassination, extensive, explicitly, activists, priorities, inequality, self-empowerment, and setbacks. Have students create a list of at least five words to look up and define.

#### **Developing and Expanding**

Create sentence frames from the sentences of each paragraph from which the vocabulary words were found. Have students complete the sentences with a word bank of the vocabulary words.

## **Bridging and Reaching**

Ask students to write a paragraph that summarizes the information in the two sections. Direct them to use at least five of the vocabulary words. **III** INDIVIDUAL 15 MIN

#### **TOPIC ACTIVITIES**

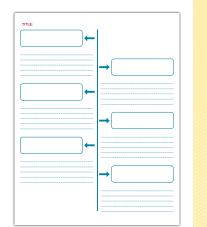
#### **Apply What You Have Learned**



#### A Understanding Chronology

The civil rights movement spanned more than a decade of time and involved a great many people and events. Organizing these events in a simple, logical fashion can help you better understand the most important moments of this historical era. Listing the events in chronological order will also allow you to visualize change over time and understand cause-and-effect relationships.

ACTIVITY Create a Group Time Line Work in small groups of four people each. Each person should list what they think are the ten most important events of the civil rights movement that they learned during their the civil rights movement that they learned during their studies of this topic. After each person has finished their list, compare lists with one another and discuss why each person chose their events. Be sure to add the month, days, and year for the events listed. Combine the group's events into a single list, eliminating any duplicates. Then work as a group to chronologically sequence the final events in a time line. Create either a time line poster or a digital time line with the events Then compare and contrast the time line you created with the one found in Lesson 1 of this topic



## Understanding Multiple Perspectives

Segregation affected all African Americans but how people experienced it often depended on other aspects of their identities. For example, think about how segregation might have affected African American men, women, and children differently because of their age or gender.

ACTIVITY Write an Informative/Explanatory
Essay Select two famous African Americans of
different genders and research their experiences and responses to segregation. Compare and contrast their experiences and report on your contrast their experiences and report on your findings. Prepare an essay that explains your findings. Your essay should include an introduction, a thesis statement, a presentation of your evidence and a conclusion. Cite the sources that you used to support your thesis, evidence, and conclusion.



#### C Connecting to Music

Several popular songs became closely associated with the civil rights movement Participants in the movement sang at their meetings, as they marched, and even as they were taken to jail. Other forms of music including folk and soul also became part of the soundtrack of the times with lyrics that called for equality and freedom.

ACTIVITY Evaluate Evidence Choose a song from the 1950s or 1960s that is associated with the civil rights movement. Analyze the song's lyrics and how they relate to the movement's purpose and goals. Evaluate the song's effectivenes motivating force to bring about change

The Civil Rights Movement 679

#### **ANSWERS**



## A Understanding Chronology

Time lines should include the major events listed in the topic, and the events should be listed in chronological order.



# **B** Understanding Multiple Perspectives

Responses will vary but might note differences, such as women facing sexism as well as racism, men facing greater threats from police, and children being hopeful but vulnerable.



## C Connecting to Music

Answers will vary depending on the song selected but should accurately reflect a song from the civil rights movement.

# **APPLY**

## Activity A: Understanding Chronology SMALL GROUP 20 MIN

## Differentiate the Activity

Visual History Students may find it easier to process and remember a sequence of time line events if imagery is added to the entry text. Ask each group to use the Internet to find suitable images that represent their final time line entries. Students can print out the images and place them on index cards to help visualize the chronological sequence. AL SMALL GROUP 20 MIN

#### **Special Needs**

**Strategy: Visual Impairment** Students with visual impairments benefit from modifications to lighting, color of paper, and size of print. When examining the completed time lines in Activity A, consider the possibility of reproducing the time lines at a larger size to improve clarity based on the specific needs of the student.

## Activity B: Understanding Multiple Perspectives

INDIVIDUAL 45 MIN

Differentiate the Activity

Creating a Time Line of a Prominent Activist Have students review the lesson and make a list of all the names of civil rights activists mentioned. Either assign or let them select one name for whom they will create a biographical time line. The time line can be a bulleted list of their birth, education, and activities before and after the civil rights era. Students can make use of library and Internet resources and the student edition to conduct research for their time line. AL INDIVIDUAL 30 MIN

## Activity C: Connecting to Music whole class 15 MIN

Differentiate the Activity

Updating a Civil Rights Song In December 1964, the song "A Change is Gonna Come," by Sam Cooke was released in the United States. Cooke's iconic civil rights anthem was released following his death and has been performed by many different artists. Notably, it was preformed by Bettye LaVette and Jon Bon Jovi at President Obama's first Inauguration. Play the song "A Change is Gonna Come" and as a class review the lyrics. Assign student groups to write their own lyrics to the music referencing modern politics and issues. Then, have them record their version of the song to be presented to the class. They can show themselves performing the music, or they can show images to accompany the lyrics. BL SMALL GROUP 25 MIN

# **APPLY**

Activity D: Making Connections to Today INDIVIDUAL 30 MIN

Differentiate the Activity

Understanding Supreme Court Rulings on Civil Rights Have students choose one of the movements mentioned in President Obama's speech to research. Each of these movements is associated with a landmark Supreme Court decision that established rights frequently referenced in later cases. Cases may include Brown v. Board of Education (1954), Mapp v. Ohio (1961), Miranda v. Arizona (1966), Tinker v. Des Moines (1969), Loving v. Virginia (1967), Lau v. Nichols (1973), Roe v. Wade (1973), or Obergefell v. Hodges (2015). Have students write a report on the case that includes the facts of the case, the constitutional issues addressed, the case history, and an analysis of the Court's decision. Students can reference websites of the American Bar Association or the U.S. Supreme Court. BL INDIVIDUAL 40 MIN

# **ASSESS**

## **Topic Tests, Forms A and B**

Assessing Student Learning Assign a Topic Test to assess student comprehension of the topic. You can create your own tests and quizzes from thousands of available tech-enhanced and traditional questions and include your own questions. Print out the McGraw Hill tests and quizzes or assign them to your students electronically. INDIVIDUAL 30 MIN

# REMEDIATE

## **№ GO ONLINE** Reteaching Activity

Reviewing the Civil Rights Movement Have struggling students complete the Reteaching Activity to review the vocabulary, key concepts, and learning objectives covered in the topic. AL INDIVIDUAL 20 MIN

#### Making Connections to Today

The 50th anniversary of "Bloody Sunday" in Selma Alabama, was remembered on March 7, 2015. President Barack Obama delivered a speech explaining the significance of Selma to the civi

66 ...[T]here are places and moments in America where this nation's destiny has been decided...

Selma is such a place. In one afternoon 50 years ago, so much of our turbulent historythe stain of slavery and anguish of civil war; the yoke of segregation and tyranny of Jim Crow; the death of four little girls in Birmingham; and the dream of a Baptist preacher—met on this bridge.

The Americans who crossed this bridge, they were not physically imposing. But they gave courage to millions.

Because of what they did, the doors of opportunity swung open not just for black folks, but for every American. Women marched through those doors. Latinos marched through those doors. Asian Americans, gay Americans, and Americans with disabilities—they all came through those doors.99

-President Obama, "Bloody Sunday" 50th Anniversary Speech

As President Obama notes in his speech, the civil rights movement, directly and indirectly, inspired other activist movements in the United States.

Movements for Latino and Native American civil rights as well as the modern feminist and the LGBTQ movements learned from its original exar

other movements President Obama referenced in his speech and create a podcast that compares and contrasts it to the civil rights movement of the 1950s and 1960s. In what ways has the civil rights movement inspired this other movement? How were the movements similar? In what ways did they differ?

As you seek to answer these questions, focus on the following topics and explain the similarities and differences between the movements

- The goals of each movement
- The methods used by each mo these goals
- · The judicial or legislative successes of each movement

Use your student text, library, and online sources to research the movement. Then, for your podcast, describe events that help the listeners to visualize the significant moments captured in videos or photographs. Create and submit a bibliography citing the sources you used for your podcast. Publish and share your podcast with family, friends, or a larger audience.



#### **ANSWERS**



## Making Connections to Today

Podcasts will vary, but the content should accurately reflect the three points of information requested.