

# Redefining Equality: From Black Power to Affirmative Action

**How did civil rights activists change their strategies and goals in the 1960s and 1970s, and how successful were they in achieving racial equality?**

## Vocabulary Terms

As you complete the Reading Notes, use these Vocabulary Terms in your answers:

black power	<i>Swann v. Charlotte-Mecklenberg Board of Education</i>
Watts riot	
Kerner Commission	<i>Regents of the University of California v. Bakke</i>
Nation of Islam	
Black Panther Party	
Civil Rights Act of 1968	

## PREVIEW

Compare the two sets of quotations from the Student Nonviolent Coordinating Committee (SNCC). Then answer these questions in your notebook:

1. What was SNCC’s goal in 1960? What strategy or strategies does SNCC identify as the way to achieve this goal?
2. What was SNCC’s goal in 1966? What strategy or strategies does SNCC identify as the way to achieve this goal?
3. How do SNCC’s goals and strategies differ between 1960 and 1966? What might have happened to cause these differences to develop?

### SNCC in 1960

Integration of human endeavor [activity] represents the crucial first step towards such a society. Through nonviolence, courage displaces fear; love transforms hate. Acceptance dissipates [drives away] prejudice; hope ends despair.

—SNCC Statement of Purpose, 1960

### SNCC in 1966

Black power means proper representation and sharing of control. It means the creation of a power base from which black people can work to change statewide or nationwide patterns of oppression through pressure from strength — instead of weakness . . . It does not mean merely putting black faces into office . . . The power must be that of a community, and emanate [come] from there.

—Stokely Carmichael, SNCC chairman, “What We Want,” 1966

## READING NOTES

That's all for this week!

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**Sections 1 to 3**

Turn to the timeline you began in Lesson 44, and cut the eight cards from *Event Cards*. As you read Sections 1 to 3, add to your timeline by doing the following:

- Decide which event from the list below each card represents.
- On the card, write the name of the event, the date it occurred, and two or three important facts about the event.
- Tape the card in an appropriate place along your timeline. Draw a line connecting the event to its location on the timeline.

Then read the next section.

Then use the information from the reading and your timeline to answer the reflection questions below on a new page of your notebook.

**Timeline Events**

Black Panther Party founded

Civil Rights Act of 1968

Congressional Black Caucus formed

*The Hate That Hate Produced* aired

*Regents of the University of California v. Bakke*

*Roots* aired

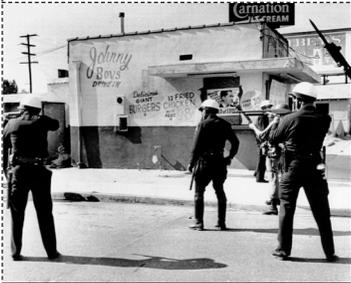
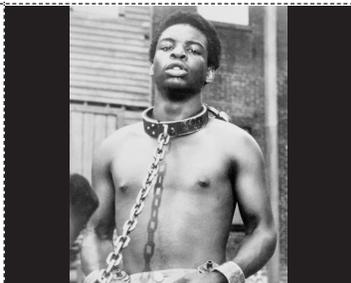
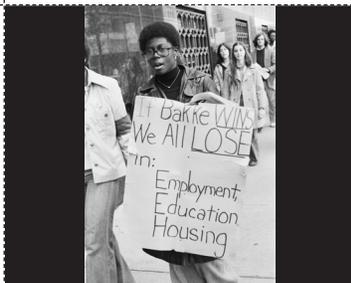
*Swann v. Charlotte-Mecklenburg Board of Education*

Watts riot

**Reflection Questions**

1. What were the goals of civil rights activists up to the mid-1960s? What strategies did they use to achieve those goals?
2. What were the goals of civil rights activists after the mid-1960s? What strategies did they use to achieve them?
3. Why do you think these goals and strategies changed? Which individuals or groups advocated this change?
4. When were the most significant accomplishments made in achieving racial equality: 1940 to 1954, 1955 to 1965, or 1966 to 1979? Explain your answer.

# Event Cards

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<p>Date:</p> <p>Event:</p>		<p>Date:</p> <p>Event:</p>	
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