

CHAPTER 21 Section 1 (pages 700–707)

Taking on Segregation

BEFORE YOU READ

In the last section, you read about President Johnson's Great Society.

In this section, you will read how African Americans challenged the nation's policies of segregation and racial inequality.

AS YOU READ

Use this diagram to take notes on early battles of the civil rights movement.

TERMS AND NAMES

Thurgood Marshall African-American lawyer who led the legal challenge against segregation

Brown v. Board of Education Supreme Court case in which segregated schools were ruled unconstitutional

Rosa Parks Woman who helped start Montgomery bus boycott

Martin Luther King, Jr. Leader of the civil rights movement

Southern Christian Leadership Conference (SCLC) Civil rights organization

Student Nonviolent Coordinating Committee (SNCC) Civil rights organization formed by students

sit-in Protest tactic in which blacks occupied whites-only seats at lunch counters

INCIDENT	RESULT
Little Rock School Crisis	National Guard forces school to let in African Americans
Montgomery Bus Boycott	
Lunch counter sit-ins	

The Segregation System

(pages 700–702)

How did World War II help start the civil rights movement?

By 1950, most African Americans were still considered second-class citizens. Throughout the South, Jim Crow laws remained in place. These were laws aimed at keeping blacks separate from whites.

During the 1950s, however, a civil rights movement began. This was a movement by blacks to gain greater equality in American society.

In several ways, World War II helped set the stage for this movement. First, the demand for soldiers during the war had created a shortage of white male workers. This opened up many new jobs for African Americans.

Second, about 700,000 African Americans had served in the armed forces. These soldiers helped free Europe. Many returned from the war ready to fight for their own freedom.

Third, during the war, President Franklin Roosevelt outlawed racial *discrimination* in all federal agencies and war-related companies.

World War II had given American blacks a taste of equality and respectability. When the war ended, many African Americans were more determined than ever to improve their *status*.

1. Name two ways in which World War II helped set the stage for the civil rights movement.

Challenging Segregation in Court (pages 702–703)

What was important in the case of *Brown v. Board of Education*?

Even before the civil rights movement began, African-American lawyers had been challenging racial discrimination in court. Beginning in 1938, a team of lawyers led by **Thurgood Marshall** began arguing several cases before the Supreme Court.

Their biggest victory came in the 1954 case known as *Brown v. Board of Education* of Topeka, Kansas. In this case, the Supreme Court ruled that separate schools for whites and blacks were unequal—and thus unconstitutional.

2. What did the Supreme Court rule about separate schools for whites and blacks?

Reaction to the *Brown* Decision; the Montgomery Bus Boycott (pages 703–705)

Where did African Americans fight racial segregation?

Some Southern communities refused to accept the *Brown* decision. In 1955, the Supreme Court handed down a second *Brown* ruling. It ordered schools to desegregate more quickly.

The school desegregation issue reached a crisis in 1957 in Little Rock, Arkansas. The state's governor, Orval Faubus, refused to let nine African-American students attend Little Rock's Central High School. President Eisenhower sent in federal troops to allow the students to enter the school.

School was just one place where African Americans challenged segregation. They also battled discrimination on city buses. In Montgomery, Alabama, a local law required that blacks give up their bus seats to whites. In December 1955, Montgomery resident **Rosa Parks** refused to give her seat to a white man. Parks was arrested.

After her arrest, African Americans in Montgomery organized a yearlong *boycott* of the city's bus system. The protesters looked for a person to

lead the bus boycott. They chose **Dr. Martin Luther King, Jr.**, the pastor of a Baptist Church.

The boycott lasted 381 days. Finally, in late 1956, the Supreme Court ruled that segregated buses were illegal.

3. Name two places that African Americans targeted for racial desegregation.

Martin Luther King and the SCLC; The Movement Spreads (pages 705–707)

Where did King get his ideas?

Martin Luther King, Jr. preached nonviolent resistance. He termed it "soul force." He based his ideas on the teachings of several people. From Jesus, he learned to love one's enemies. From the writer Henry David Thoreau, King took the idea of civil disobedience. This was the refusal to obey an unjust law. From labor organizer A. Philip Randolph, he learned how to organize huge demonstrations. From Mohandas Gandhi, King learned that a person could resist *oppression* without using violence.

King joined with other ministers and civil rights leaders in 1957. They formed the **Southern Christian Leadership Conference (SCLC)**. By 1960, another influential civil rights group emerged. The **Student Nonviolent Coordinating Committee (SNCC)** was formed mostly by college students. Members of this group felt that change for African Americans was occurring too slowly.

One protest strategy that SNCC ("snick") used was the **sit-in**. During a sit-in, blacks sat at whites-only lunch counters. They refused to leave until they were served. In February 1960, African-American students staged a sit-in at a lunch counter at a Woolworth's store in Greensboro, North Carolina. The students sat there as whites hit them and poured food over their heads. By late 1960, students had desegregated lunch counters in 48 cities in 11 states.

4. Name two people from whom Martin Luther King, Jr. drew his ideas.

CHAPTER 21 Section 2 (pages 710–716)

The Triumphs of a Crusade

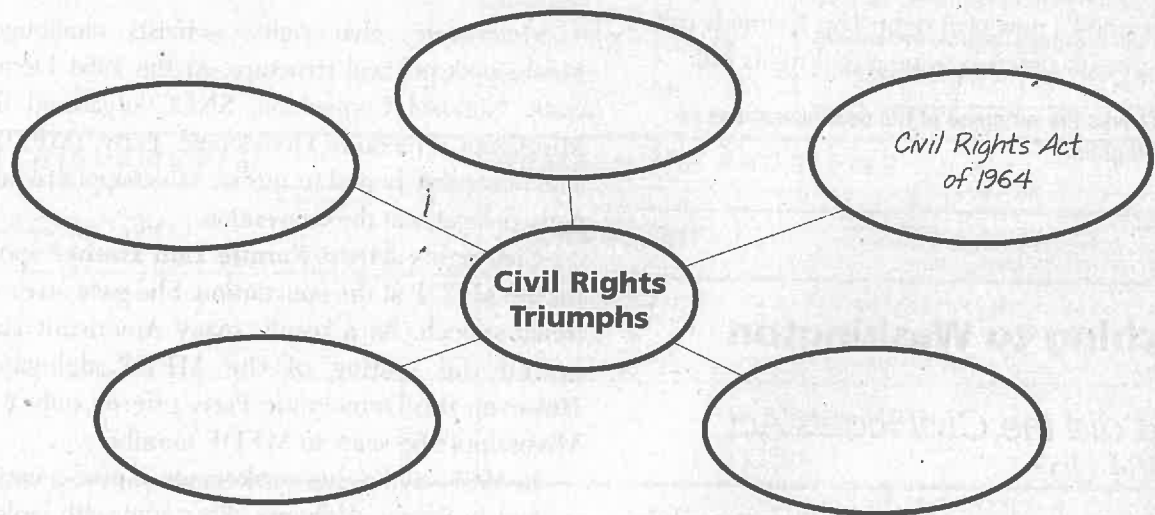
BEFORE YOU READ

In the last section, you read how African Americans began challenging the nation's racist systems.

In this section, you will read how civil rights activists broke down many racial barriers and prompted landmark legislation.

AS YOU READ

Use this diagram to take notes on the achievements of the civil rights movement.



TERMS AND NAMES

freedom riders Civil rights activists who tried to end segregation on national buses

James Meredith African American who won enrollment to the all-white University of Mississippi

Civil Rights Act of 1964 Law that outlawed racial discrimination

Freedom Summer Name of project to win voting rights for Southern blacks

Fannie Lou Hamer Prominent voting rights activist

Voting Rights Act of 1965 Act that struck down state laws intended to keep blacks from voting

Riding for Freedom (pages 710–711)

Who were the freedom riders?

Freedom Riders were protesters who rode buses with the goal of integrating buses and bus stations. In 1961, a bus of Freedom Riders was attacked in Anniston, Alabama, where a white mob burned the bus. Another instance occurred when a group of Nashville students rode into Birmingham, Alabama, where they were beaten.

Attorney General Robert Kennedy ordered a reluctant bus company to continue to carry the freedom riders. When freedom riders were attacked in

Montgomery, Alabama, the federal government took stronger action. President Kennedy sent 400 U.S. marshals to protect the freedom riders. The Interstate Commerce Commission banned segregation in all travel facilities including waiting rooms, rest rooms, and lunch counters.

1. Name two ways the government tried to help the freedom riders.

Standing Firm¹ (pages 711–714)

What happened in Birmingham?

Civil rights workers soon turned their attention to *integrating* Southern schools. In September 1962, a federal court allowed **James Meredith** to attend the all-white University of Mississippi. However, Mississippi's governor refused to admit him. The Kennedy administration sent in U.S. marshals. They forced the governor to let in Meredith.

Another *confrontation* occurred in 1963 in Birmingham, Alabama. There, King and other civil rights leaders tried to desegregate the city. Police attacked activists with dogs and water hoses.

Many Americans witnessed the attacks on television. They were outraged by what they saw. Eventually, Birmingham officials gave in. They agreed to end segregation in the city.

The growing civil rights movement impressed President Kennedy. He became convinced that the nation needed a new civil rights law. Kennedy called on Congress to pass a sweeping civil rights bill.

2. What was the outcome of the demonstrations in Birmingham?

Marching to Washington

(page 714)

What did the Civil Rights Act of 1964 do?

President Kennedy's civil rights bill outlawed discrimination based on race, religion, national origin, and gender. It also gave the government more power to push for school desegregation. Civil rights leaders wanted Congress to pass the bill. So they staged a massive march on Washington, D.C.

On August 28, 1963, more than 250,000 blacks and whites marched into the nation's capital. There, they demanded the immediate passage of the bill.

Dr. Martin Luther King, Jr., spoke to the crowd. He called for peace and racial harmony in his now-famous "I Have a Dream" speech.

Several months later, President Kennedy was assassinated. Lyndon Johnson became president. He won passage in Congress of Kennedy's **Civil Rights Act of 1964**.

3. Name two things the Civil Rights Act of 1964 did.

Fighting for Voting Rights

(pages 715–716)

Where did workers try to register African Americans to vote?

Civil rights activists next worked to gain voting rights for African Americans in the South. The voting project became known as **Freedom Summer**. The workers focused their efforts on Mississippi. They hoped to influence Congress to pass a voting rights act.

Meanwhile, civil rights activists challenged Mississippi's political structure. At the 1964 Democratic National Convention, SNCC organized the Mississippi Freedom Democratic Party (MFDP). The new party hoped to unseat Mississippi's regular party delegates at the convention.

Civil rights activist **Fannie Lou Hamer** spoke for the MFDP at the convention. She gave an emotional speech. As a result, many Americans supported the seating of the MFDP delegates. However, the Democratic Party offered only 2 of Mississippi's 68 seats to MFDP members.

In 1965, civil rights workers attempted a voting project in Selma, Alabama. They met with violent resistance. As a result, Martin Luther King, Jr. led a massive march through Alabama. President Johnson responded by asking Congress to pass a new voting rights act. Congress passed the **Voting Rights Act of 1965**. The law *eliminated* state laws that had prevented African Americans from voting.

4. Name two states where civil rights workers tried to register blacks to vote.

CHAPTER 21 Section 3 (pages 717–723)

Challenges and Changes in the Movement

BEFORE YOU READ

In the last section, you read about the triumphs of the civil rights movement.

In this section, you will read about challenges and changes to the movement and how it ultimately left a mixed legacy.

AS YOU READ

Use this diagram to take notes on the mixed legacy of the civil rights movement.

TERMS AND NAMES

de facto segregation Segregation by custom or practice

de jure segregation Segregation by law

Malcolm X African-American civil rights leader

Nation of Islam Group headed by Elijah Muhammad

Stokely Carmichael Leader of Black Power movement

Black Power Movement that stressed black pride

Black Panthers African-American group founded to combat police brutality

Kerner Commission Commission that reported on race relations in America

Civil Rights Act of 1968 Act that banned discrimination in housing

affirmative action Program aimed at hiring or including minorities

ACHIEVEMENTS	REMAINING PROBLEMS
<i>full voting rights</i>	<i>high unemployment</i>

African Americans Seek Greater Equality (pages 717–719)

What problems did African Americans in the North face?

The biggest problem in the North was **de facto segregation**—segregation that exists by practice and custom. De facto segregation can be harder to fight than **de jure segregation**—segregation by law. Eliminating de facto segregation requires changing people's attitudes rather than repealing laws.

De facto segregation increased as African Americans moved to Northern cities after World War II. Many white people left the cities. They

moved to suburbs. By the mid-1960s, many African Americans in the North lived in decaying urban slums. There, they dealt with poor schools and high unemployment.

The terrible conditions in Northern cities angered many African Americans. This anger led to many episodes of violence.

1. Name two problems African Americans in the North faced.

New Leaders Voice Discontent

(pages 719–721)

What did new leaders call for?

During the 1960s, new African-American leaders emerged. They called for more *aggressive* tactics in fighting racism.

One such leader was **Malcolm X**. Malcolm preached the views of Elijah Muhammad. Muhammad was the head of the **Nation of Islam**, or the Black Muslims. Malcolm declared that whites were responsible for blacks' misery. He also urged African Americans to fight back when attacked.

Eventually, Malcolm changed his policy regarding violence. He urged African Americans to use peaceful means—especially voting—to win equality. In February 1965, he was assassinated.

Another new black leader was **Stokely Carmichael**. He introduced the notion of **Black Power**. This movement encouraged African-American pride and leadership.

In 1966, some African Americans formed a political party called the **Black Panthers**. The party was created to fight police brutality. They urged violent resistance against whites. Many whites and *moderate* African Americans feared the group.

2. Name two new civil rights leaders.

1968—A Turning Point in Civil Rights

(pages 721–722)

Who was killed in 1968?

In April 1968, a gunman shot and killed Martin Luther King, Jr., in Memphis, Tennessee. Many leaders called for peace. But anger over King's death led many African Americans to riot. Cities across the nation erupted in violence.

A bullet claimed the life of yet another leader in 1968. In June, a man shot and killed Senator Robert Kennedy. Kennedy was a strong supporter of civil rights. The assassin was a Jordanian immigrant. He allegedly was angry about Kennedy's

support of Israel. Kennedy had been seeking the Democratic nomination for president when he was killed.

3. Name two of the nation's leaders killed in 1968.

Legacy of the Civil Rights Movement

(pages 722–723)

Why is the legacy of the civil rights movement considered mixed?

Shortly after taking office, President Johnson formed a group known as the **Kerner Commission**. The commission's job was to study the cause of urban violence. In March 1968, the commission issued its report. It named one main cause for violence in the cities: white racism.

What, then, did the civil rights movement achieve? The movement claimed many triumphs. It led to the passage of important civil rights acts. This included the **Civil Rights Act of 1968**. This law banned discrimination in housing.

The movement had also led to the banning of segregation in education, transportation, and employment. It had also helped African Americans gain their full voting rights.

Yet many problems remained. Whites continued to flee the cities. Throughout the years, much of the progress in school integration reversed. African Americans continued to face high unemployment.

The government continued steps to help African Americans—and other disadvantaged groups. During the late 1960s, federal officials began to promote **affirmative action**. Affirmative-action programs involve making special efforts to hire or enroll minorities.

4. Name one goal the civil rights movement achieved and one problem that remained.

Glossary**CHAPTER 21 Civil Rights**

aggressive Inclined to move in a hostile or angry manner

boycott A protest against something by refusal to buy or use it

confrontation To face with hostility and anger

discrimination The act of regarding someone as different due to various features, including race

eliminate To get rid of; remove

integrate To unify; to open to all races

moderate Mild, calm, reasonable

oppression The state of being kept down, or treated poorly

status The legal condition of a person

AFTER YOU READ**Terms and Names**

A. Write the letter of the term that best answers the question.

- a. Fannie Lou Hamer
- b. *Plessy v. Ferguson*
- c. Stokely Carmichael
- d. Malcolm X
- e. Civil Rights Act of 1968
- f. *Brown v. Board of Education*

- _____ 1. What Supreme Court case declared segregation in schools unconstitutional?
- _____ 2. Who urged African Americans to fight back when attacked?
- _____ 3. Who spoke for the Mississippi Freedom Democratic Party in the 1964 Democratic convention?
- _____ 4. Who introduced the idea of Black Power?
- _____ 5. What was the legislation that banned discrimination in housing?

B. If the statement is true, write "true" on the line. If it is false, change the underlined words to make it true.

- _____ 1. The NAACP lawyer who argued the *Brown v. Board of Education* case in front of the Supreme Court was Thurgood Marshall.
- _____ 2. In 1957, Dr. Martin Luther King, Jr., was one of the founders of the Student Nonviolent Coordinating Committee.
- _____ 3. In September 1962, James Meredith was the first African American to attend the University of Mississippi.
- _____ 4. Segregation that exists by practice and custom, not by law, is de jure segregation.
- _____ 5. The Black Panthers was a political party formed to fight against police brutality in the ghetto.