



# Chapter 24 Resources

## Timesaving Tools

### TeacherWorks™ All-In-One Planner and Resource Center



- **Interactive Teacher Edition** Access your Teacher Wraparound Edition and your classroom resources with a few easy clicks.
- **Interactive Lesson Planner** Planning has never been easier! Organize your week, month, semester, or year with all the lesson helps you need to make teaching creative, timely, and relevant.

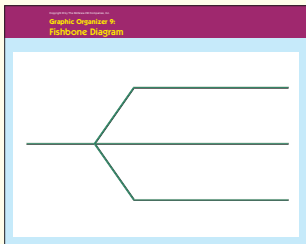


Use Glencoe's **Presentation Plus!** multimedia teacher tool to easily present

dynamic lessons that visually excite your students. Using Microsoft PowerPoint® you can customize the presentations to create your own personalized lessons.

## TEACHING TRANSPARENCIES

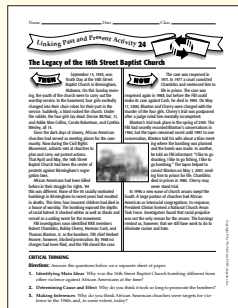
### Graphic Organizer 9



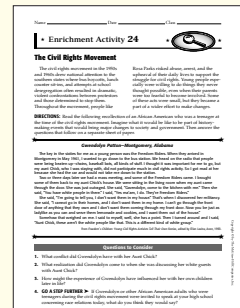
### Why It Matters Chapter Transparency 24



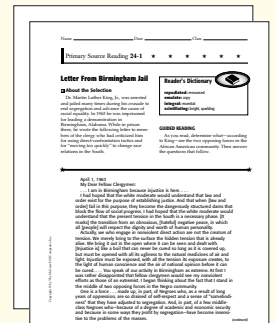
### Linking Past and Present Activity 24



### Enrichment Activity 24

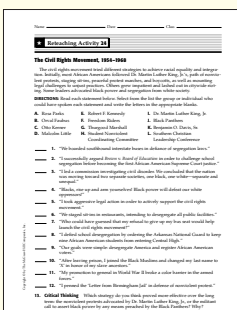


### Primary Source Reading 24

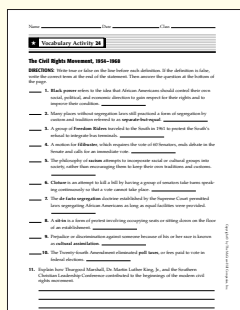


## REVIEW AND REINFORCEMENT

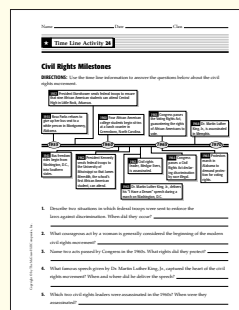
### Reteaching Activity 24



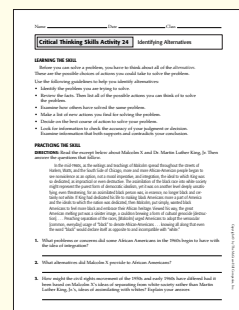
### Vocabulary Activity 24



### Time Line Activity 24



### Critical Thinking Skills Activity 24



## Meeting NCSS Standards

The following standards are highlighted in Chapter 24:

- Section 1** VI Power, Authority, and Governance: A, C, D, F, H, I
- Section 2** VIII Science, Technology, and Society: A, B, C
- Section 3** X Civic Ideals and Practices: A, C, E, F, G, J

## Local Standards

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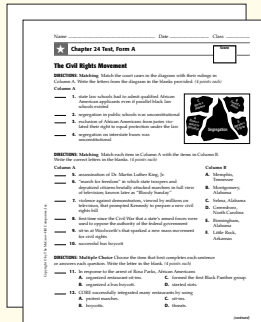
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# Chapter 24 Resources

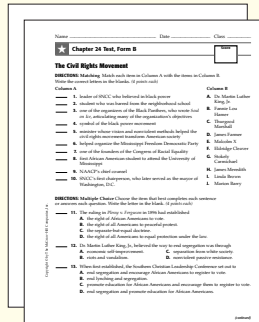


## ASSESSMENT AND EVALUATION

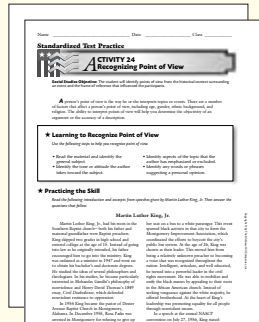
### Chapter 24 Test Form A



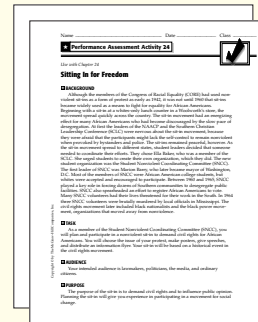
### Chapter 24 Test Form B



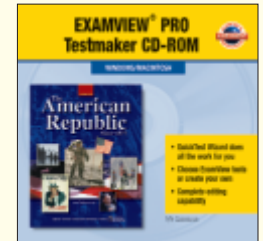
### Standardized Test Practice Workbook Activity 24



### Performance Assessment Activities and Rubrics 24



### ExamView® Pro Testmaker CD-ROM



## MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM**
- Interactive Tutor Self-Assessment CD-ROM**
- ExamView® Pro Testmaker CD-ROM**
- Audio Program**
- American History Primary Source Documents Library CD-ROM**
- MindJogger Videoquiz**
- Presentation Plus! CD-ROM**
- TeacherWorks™ CD-ROM**
- Interactive Student Edition CD-ROM**
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**
- The American Republic Since 1877 Video Program**
- American Music: Hits Through History**
- American Music: Cultural Traditions**

## SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- **Spanish Guided Reading Activities**
- **Spanish Reteaching Activities**
- **Spanish Quizzes and Tests**
- **Spanish Vocabulary Activities**
- **Spanish Summaries**
- **The Declaration of Independence and United States Constitution Spanish Translation**



THE HISTORY CHANNEL.®

The following videotape programs are available from Glencoe as supplements to Chapter 24:

- **Martin Luther King, Jr.: The Man and the Dream** (ISBN 0-76-701057-4)
- **Thurgood Marshall: Justice for All** (ISBN 0-76-700121-4)
- **Malcolm X: A Search for Identity** (ISBN 1-56-501674-2)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:

A&E Television: [www.aande.com](http://www.aande.com)

The History Channel: [www.historychannel.com](http://www.historychannel.com)



Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com), the Web site companion to the *American Republic Since 1877*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Student Web Activities**
- **Self-Check Quizzes**
- **Textbook Updates**

Answers to the student Web activities are provided for you in the **Web Activity Lesson Plans**. Additional Web resources and Interactive Tutor Puzzles are also available.



# Chapter 24 Resources

## SECTION RESOURCES

Daily Objectives	Reproducible Resources	Multimedia Resources
<p><b>SECTION 1</b> <b>The Movement Begins</b></p> <p>1. Explain the origin of the Southern Christian Leadership Conference.</p> <p>2. Discuss the changing role of the federal government in civil rights enforcement.</p>	<ul style="list-style-type: none"> <li> Reproducible Lesson Plan 24–1</li> <li> Daily Lecture and Discussion Notes 24–1</li> <li> Guided Reading Activity 24–1*</li> <li> Section Quiz 24–1*</li> <li> Reading Essentials and Study Guide 24–1</li> <li> Performance Assessment Activities and Rubrics</li> <li> Supreme Court Case Studies</li> </ul>	<ul style="list-style-type: none"> <li> Daily Focus Skills Transparency 24–1</li> <li> Interactive Tutor Self-Assessment CD-ROM</li> <li> ExamView® Pro Testmaker CD-ROM</li> <li> Presentation Plus! CD-ROM</li> <li> TeacherWorks™ CD-ROM</li> <li> Audio Program</li> </ul>
<p><b>SECTION 2</b> <b>Challenging Segregation</b></p> <p>1. Evaluate the Civil Rights Act of 1964.</p> <p>2. Summarize the efforts to establish voting rights for African Americans.</p>	<ul style="list-style-type: none"> <li> Reproducible Lesson Plan 24–2</li> <li> Daily Lecture and Discussion Notes 24–2</li> <li> Guided Reading Activity 24–2*</li> <li> Section Quiz 24–2*</li> <li> Reading Essentials and Study Guide 24–2</li> <li> Performance Assessment Activities and Rubrics</li> </ul>	<ul style="list-style-type: none"> <li> Daily Focus Skills Transparency 24–2</li> <li> Interactive Tutor Self-Assessment CD-ROM</li> <li> ExamView® Pro Testmaker CD-ROM</li> <li> Presentation Plus! CD-ROM</li> <li> TeacherWorks™ CD-ROM</li> <li> Audio Program</li> <li> American Music: Hits Through History</li> <li> American Music: Cultural Traditions</li> </ul>
<p><b>SECTION 3</b> <b>New Issues</b></p> <p>1. Describe the division between Dr. Martin Luther King, Jr., and the black power movement.</p> <p>2. Discuss the direction and progress of the civil rights movement after 1968.</p>	<ul style="list-style-type: none"> <li> Reproducible Lesson Plan 24–3</li> <li> Daily Lecture and Discussion Notes 24–3</li> <li> Guided Reading Activity 24–3*</li> <li> Section Quiz 24–3*</li> <li> Reading Essentials and Study Guide 24–3</li> <li> Performance Assessment Activities and Rubrics</li> <li> Supreme Court Case Studies</li> </ul>	<ul style="list-style-type: none"> <li> Daily Focus Skills Transparency 24–3</li> <li> Interactive Tutor Self-Assessment CD-ROM</li> <li> ExamView® Pro Testmaker CD-ROM</li> <li> Presentation Plus! CD-ROM</li> <li> Skillbuilder Interactive Workbook, Level 2</li> <li> TeacherWorks™ CD-ROM</li> <li> Vocabulary PuzzleMaker CD-ROM</li> <li> Audio Program</li> </ul>
<p><b>0:00 OUT OF TIME?</b> Assign the Chapter 24 <b>Reading Essentials and Study Guide.</b> </p>		

\*Also Available in Spanish

- Blackline Master
- Transparency
- CD-ROM
- DVD
- Poster
- Music Program
- Audio Program
- Videocassette

# Chapter 24 Resources



## NATIONAL GEOGRAPHIC Teacher's Corner

### INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- "I Dream a World: America's Black Women," August 1989
- "National Trail to Recall Civil Rights Marches," March 1994
- "Philadelphia's African Americans," August 1990
- "Selma to Montgomery: The Road to Equality," February 2000

### NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:

- *PictureShow: Civil Rights* (CD-ROM)
- *PicturePack: Civil Rights* (Transparencies)

### ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- *Historical Atlas of the United States* (Atlas)
- *NGS PictureShow: Civil Rights* (CD-ROM, Transparencies)

### NGS ONLINE

Access National Geographic's Web site for current events, atlas updates, activities, links, interactive features, and archives.

[www.nationalgeographic.com](http://www.nationalgeographic.com)

## KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1** BASIC activities for all students
- L2** AVERAGE activities for average to above-average students
- L3** CHALLENGING activities for above-average students
- ELL** ENGLISH LANGUAGE LEARNER activities

## From the Classroom of...

Jason Follett  
Malcolm Price Laboratory School  
Cedar Falls, IA



### Birmingham's 16th Street Baptist Church Bombing Lesson Plan

This activity helps students understand how the civil rights movement in the United States affected students their own age.

First, read and discuss literature that focuses on the tensions in Birmingham in 1963. Present Associated Press file photos of the era and discuss the Robert Chambliss trial. Then watch, discuss, and take notes on Spike Lee's documentary *4 Little Girls*. To end this section, have students read the latest news surrounding this event.

Students should build a story map with the climax and resolution clearly identified. Using the story map, students create a hand-drawn or computer-drawn comic book of the bombing and a student guide to drawing a comic book. Examples of non-humor comic books can be obtained through the Federal Reserve System. The best way to evaluate these comic books is to use a rubric.

## ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)



## Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:





**Performance Assessment**

Refer to Activity 24 in the Performance Assessment Activities and Rubrics booklet.

**Why It Matters Activity**

Ask students what kind of an impact they think the civil rights movement had on their communities. Students should evaluate their answers after they have completed the chapter. **US: 7A; ELA: Gr9/10: 16B; Gr11: 15B**

**GLENCoe TECHNOLOGY**

**The American Republic Since 1877 Video Program**

To learn more about milestones of the movement to win rights for African Americans, have students view the Chapter 24 video, "The Civil Rights Movement," from the *American Republic Since 1877 Video Program*.



Available in DVD and VHS

**MindJogger Videoquiz**

Use the **MindJogger Videoquiz** to preview Chapter 24 content.



Available in VHS

CHAPTER  
**24**

**The Civil Rights Movement 1954–1968**

**Why It Matters**

During the 1960s, African Americans made major strides. They began by challenging segregation in the South. With the Montgomery bus boycott, Martin Luther King, Jr., achieved national and worldwide recognition. His peaceful resistance inspired many, especially students. After King's assassination, the civil rights movement became more assertive. Many people in the movement began to see economic opportunity as the key to equality.

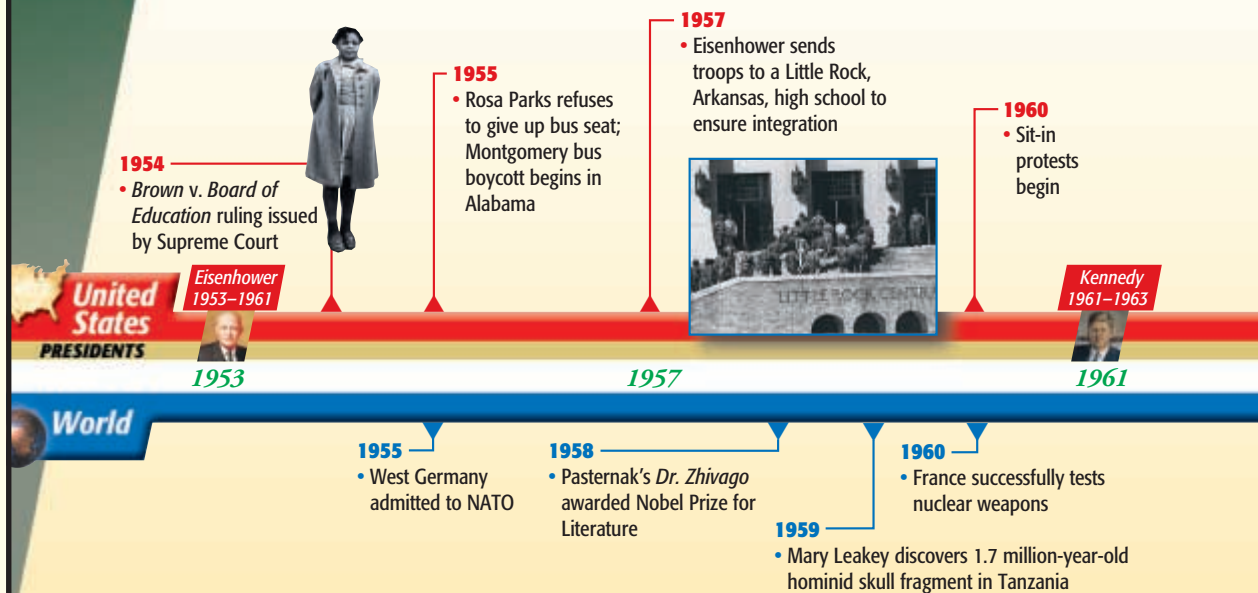
**The Impact Today**

Changes brought about by the civil rights movement are still with us.

- Civil rights legislation provides protection against discrimination for all citizens.
- Economic programs for inner-city residents by government and social service agencies continue.



**The American Republic Since 1877 Video** The Chapter 24 video, "The Civil Rights Movement," chronicles the milestones of the movement to win rights for African Americans.



**TWO-MINUTE LESSON LAUNCHER**

Bring to class books or magazines that show pictures from the civil rights movement. Invite students to examine the photos without reading the captions. Ask students to look closely at the facial expressions and body language of the participants. Ask students what they can learn about the civil rights movement simply from looking at these photos. **US: 7A; ELA: Gr9/10/11: 19B, 20B**

# Introducing CHAPTER 24

## HISTORY Online

Introduce students to chapter content and key terms by having them access the **Chapter 24 Overview** at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com).

### More About the Photo

Tell students that in 1963, Selma, Alabama, was a small town of about 30,000 people. At the time only about 1 percent of the African Americans eligible to vote in Dallas County, where Selma is located, was registered. The system there strongly discouraged African Americans from registering to vote. Ask students how they think the civil rights movement showed both how far African Americans had come and how far they still had to go to obtain full rights as citizens of the United States.



African Americans march from Selma, Alabama, to Montgomery in support of the civil rights movement.



- 1963**
- Over 200,000 civil rights supporters march on Washington, D.C.

Johnson  
1963–1969



1965



1969



- 1968**
- Civil Rights Act of 1968 passed
  - Martin Luther King, Jr., assassinated

- 1965**
- Malcolm X assassinated
  - Race riots erupt in Los Angeles neighborhood of Watts

- 1963**
- Organization of African Unity formed
  - Kenya becomes an independent nation

- 1965**
- China's Cultural Revolution begins

- 1967**
- Arab-Israeli War brings many Palestinians under Israeli rule

## HISTORY Online

**Chapter Overview**  
Visit the *American Republic Since 1877* Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) and click on **Chapter Overviews—Chapter 24** to preview chapter information.

### TIME LINE

#### ACTIVITY

Have students write a paragraph about how the events listed on the time line have affected their lives within the last year. Invite students to share their paragraphs with the class. **US: 25D; ELA: Gr9/10/11: 1A, 1B**

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## GRAPHIC ORGANIZER ACTIVITY

**Organizing Information** Have students complete a graphic organizer similar to the one below to help them focus on the results of various events in the civil rights movement. Student answers will vary but should include: the Montgomery bus boycott; challenging segregation at the voting booths and in public transportation, housing, and facilities; the sit-in movement; the formation of SNCC; the registration of African American voters; and the challenge to segregation in the Democratic party.

Civil Rights Confrontation	Reactions and Results



# 1 FOCUS

## Section Overview

This section focuses on the beginning of the civil rights movement.

### BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

### Daily Focus Skills Transparency 24–1

Unit 7 DAILY FOCUS SKILLS TRANSPARENCY 24-1

Comparing and Contrasting

1896	1954
<b>PLESSY V. FERGUSON</b>	<b>BROWN V. BOARD OF EDUCATION</b>
<ul style="list-style-type: none"> <li>Declared segregation constitutional.</li> <li>Established the “separate but equal” doctrine.</li> <li>Confirmed an 1883 decision that had upheld the Civil Rights Act of 1875.</li> <li>Gave rise to Jim Crow laws that legalised segregation, especially in the South.</li> </ul>	<ul style="list-style-type: none"> <li>Declared segregation in public schools unconstitutional and in violation of the Fourteenth Amendment.</li> <li>Stated that separate public educational facilities were “inherently unequal.”</li> <li>Marked the beginning of a massive movement by African Americans to challenge segregation in all forms.</li> </ul>

Directions: Answer the following questions based on the information at left.

**F** It agreed by stating that segregation is in keeping with the Civil Rights Act of 1875.

**G** It disagreed by stating that segregation violated the Fifteenth Amendment.

**H** It agreed by stating that separate facilities are equal.

**I** It disagreed by stating that separate educational facilities are unequal.

**How did the Supreme Court’s ruling in *Brown v. Board of Education* agree or disagree with the 1896 *Plessy v. Ferguson* decision?**

### Guide to Reading

**Answers to Graphic:** segregation, lack of voting rights, African American experiences in World War II

#### Preteaching Vocabulary

Have students create a database using the Key Terms and Names. Have them add facts as they learn more about each term, person, event, or group. **US:** 8A, 25A; **ELA:** Gr9/10/11: 6A

### Student Edition TEKS

**ELA:** Page 746: Gr9/10/11: 4D, 6A, 7D, 7F, 8B; Page 747: Gr9/10/11: 6A

## SECTION 1

# The Movement Begins

### Guide to Reading

#### Main Idea

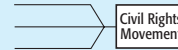
After World War II, African Americans and other supporters of civil rights challenged segregation in the United States.

#### Key Terms and Names

separate-but-equal, de facto segregation, NAACP, sit-in, Thurgood Marshall, Linda Brown, Dr. Martin Luther King, Jr., Southern Christian Leadership Conference

#### 1 Reading Strategy

**Organizing** As you read about the birth of the civil rights movement, complete a graphic organizer similar to the one below by filling in the causes of the civil rights movement.



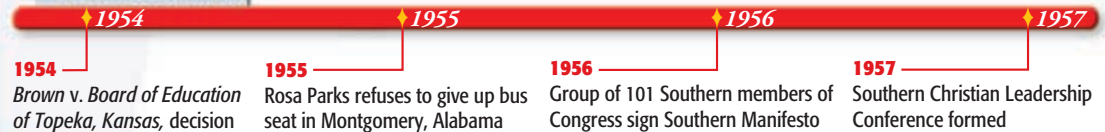
#### Reading Objectives

- Explain the origin of the Southern Christian Leadership Conference.
- Discuss the changing role of the federal government in civil rights enforcement.

#### Section Theme

**Government and Democracy** In the 1950s, African Americans began a movement to win greater social equality.

### Preview of Events



Rosa Parks

### ★ An American Story ★

On December 1, 1955, Rosa Parks left her job as a seamstress in Montgomery, Alabama, and boarded a bus to go home. In 1955 buses in Montgomery reserved seats in the front for whites and seats in the rear for African Americans. Seats in the middle were open to African Americans, but only if there were few whites on the bus.

Rosa Parks took a seat just behind the white section. Soon all of the seats on the bus were filled. 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 cautioned, “Y’all better make it light on yourselves and let me have those seats.” The other three African Americans rose, but Rosa Parks did not. The driver then called the Montgomery police, who took Parks into custody.

News of the 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 wanted to challenge bus segregation in court, and he told 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 to Montgomery and do some good, I’ll be happy to go along with it.”

—adapted from *Parting the Waters: America in the King Years*

### The Origins of the Movement

- ② When Rosa Parks agreed to challenge segregation in court, she did not know that her decision would launch the modern civil rights movement. Within days of her arrest, African Americans in Montgomery had organized a boycott of the bus system. Mass



## SECTION RESOURCES

### Reproducible Masters

- Reproducible Lesson Plan 24–1
- Daily Lecture and Discussion Notes 24–1
- Guided Reading Activity 24–1
- Section Quiz 24–1
- Reading Essentials and Study Guide 24–1
- Supreme Court Case Studies

### Transparencies

- Daily Focus Skills Transparency 24–1

### Multimedia

- ③ Interactive Tutor Self-Assessment CD-ROM
- ③ ExamView® Pro Testmaker CD-ROM
- ③ Presentation Plus! CD-ROM
- ③ TeacherWorks™ CD-ROM
- ③ Audio Program

protests began across the nation. After decades of segregation and inequality, many African Americans had decided the time had come to demand equal rights.

The struggle would not be easy. The Supreme Court had declared segregation to be constitutional in *Plessy v. Ferguson* in 1896. The ruling had established the “separate-but-equal” doctrine. Laws segregating African Americans were permitted as long as equal facilities were provided for them.

After the *Plessy* decision, laws segregating African Americans and whites spread quickly. These laws, nicknamed “Jim Crow” laws, segregated buses and trains, schools, restaurants, swimming pools, parks, and other public facilities. Jim Crow laws were common throughout the South, but segregation existed in other states as well. Often it was left up to each local community to decide whether to pass segregation laws. Areas without laws requiring segregation often had **de facto segregation**—segregation by custom and tradition. (See page 964 for more information on *Plessy v. Ferguson*.)

**Court Challenges Begin** The civil rights movement had been building for a long time. Since 1909, the **National Association for the Advancement of Colored People (NAACP)** had supported court cases intended to overturn segregation. Over the years, the NAACP achieved some victories. In 1935, for example, the Supreme Court ruled in *Norris v. Alabama* that Alabama’s exclusion of African Americans from **juries** violated their right to equal protection under the law. In 1946 the Court ruled in *Morgan v. Virginia* that segregation on interstate buses was unconstitutional. In 1950 it ruled in *Sweatt v. Painter* that state law schools had to admit qualified African American applicants, even if parallel black law schools existed. (See pages 964–965 for more information on these cases.)



**Student Web Activity** Visit the *American Republic Since 1877* Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) and click on **Student Web Activities—Chapter 24** for an activity on the civil rights movement.



Objectives and answers to the student activity can be found in the **Web Activity Lesson Plan** at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com).

## 2 TEACH

### Daily Lecture and Discussion Notes 24–1

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**Daily Lecture and Discussion Notes**  
Chapter 24, Section 1

**Did You Know** Long before being arrested for refusing to give up her seat on a bus to a white man, Rosa Parks had protested segregation through her daily activities. She refused to drink out of the drinking fountains labeled “Colored Only.” When possible, she refused to ride in segregated elevators and walked up the stairs instead.

- I. The Origins of the Movement** (pages 746–748)
- A.** The African American civil rights movement began after Rosa Parks refused to give up her seat on a bus to a white man. An organized boycott of the bus system was just the beginning as African Americans demanded equal rights.

**Discussing a Topic** To help students identify with Linda Brown and James Meredith, give them a few minutes to write diary notes about how it might have felt to attend a school where he or she was unwanted. **L1 ELL US:** 21A, 24B, 24G, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B



**Ask:** How did the disparity between white and “colored” facilities indicate that America had not changed its views on race? (It showed that African Americans were still being treated as second-class citizens.)

**NATIONAL GEOGRAPHIC**  
**MOMENT in HISTORY**

**AMERICAN SEGREGATION**

In an Oklahoma City streetcar station in 1939, a man takes a drink from a water cooler labeled “COLORED.” Racially segregated facilities—waiting rooms, railroad cars, lavatories, and drinking fountains—were prevalent all across the South. Under the so-called Jim Crow system, African Americans were legally entitled to “separate-but-equal” education, housing, and social services. In practice, however, only a small percentage of public funds earmarked for schools, streets, police, and other expenses found its way to African American neighborhoods.



CHAPTER 24 The Civil Rights Movement 747

## COOPERATIVE LEARNING ACTIVITY

**Creating a Documentary** Have students work in small groups to produce a documentary of the civil rights movement during the 1950s. Each group should write a script that covers the main events described in the section. Ask students to reenact interviews with on-the-scene participants such as Linda Brown, Rosa Parks, and Martin Luther King, Jr. The scripts should conclude with speculation about the potential gains of the civil rights movement and future challenges. One student in each group might act as a narrator to present the script to the class for discussion. **US:** 6H, 7A–D, 14D, 18A, 18B, 21A, 24A–D, 25A–D, 26B; **ELA:** Gr9/10/11: 1A, 1B

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

### Student Edition TEKS

**US HISTORY:** Page 746: 1A, 1B, 7A, 7B, 7D, 24B, 25A, 25C; Page 747: 1A, 7A, 17A, 18A, 21A, 24A, 25A



# CHAPTER 24

## Section 1, 746–752

### Guided Reading Activity 24–1

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

#### ★ Guided Reading Activity 24-1

**DIRECTIONS:** Outlining Read the section and complete the outline below. Refer to your textbook to fill in the blanks.

- I. The Origins of the Movement
  - A. The Supreme Court had declared segregation to be constitutional in \_\_\_\_\_.
  - B. Under the \_\_\_\_\_ doctrine, laws segregating African Americans were permitted as long as \_\_\_\_\_ were provided for them.
  - C. Even in places without laws requiring segregation, there existed segregation—segregation by \_\_\_\_\_.
  - D. African Americans who voted for Franklin Roosevelt in record numbers gave the \_\_\_\_\_ new strength in the North.
  - E. Sit-ins staged by members of the \_\_\_\_\_ successfully integrated many restaurants, theaters, and other public facilities in Detroit, Denver, and Syracuse.

**Analyzing a Decision** Have interested students research the NAACP’s strategy of ending school segregation. Ask students to report their findings to the class. As a class, analyze why the NAACP might have chosen to challenge school segregation rather than segregation in other areas of American life. **Ask:** **What do you think would have happened if the NAACP had lost in the Supreme Court?** **L2 US:** 6H, 7A, 7D, 14D, 17A, 18B, 24A–D, 24G; **ELA:** Gr9/10: 16E; Gr11: 15E

### FYI

Rosa Parks and her husband both lost their jobs as a result of taking part in the bus boycott.

Use **Supreme Court Case Study 29, *Brown v. Board of Education of Topeka, Kansas***.

### Reading Check

**Answer:** The ruling said the segregation was constitutional as long as equal facilities were provided for African Americans.

**Social Studies TAKS tested at Grades 10/11:** 1 Obj 2: US10A(11) 2 Obj 3: US7B(11); Obj 4: US7A(11) 3 Obj 4: US7A(11), US17A(11) 4 Obj 4: US17A(11); Obj 5: 8.30A(10), US24A(11)

**New Political Power** In addition to a string of court victories, African Americans enjoyed increased political power. Before World War I, most African Americans lived in the South, where they were largely excluded from voting. During the Great Migration, many moved to Northern cities, where they were allowed to vote. Increasingly, Northern politicians sought their votes and listened to their concerns.

During the 1930s, many African Americans benefited from FDR’s New Deal programs. Thus they began supporting the Democratic Party, giving it new strength in the North. This wing of the party was now able to counter Southern Democrats, who often supported segregation.

**The Push for Desegregation** During World War II, African American leaders began to use their new political power to demand more rights. Their efforts helped end discrimination in factories that held government contracts and increased opportunities for African Americans in the military.

In Chicago in 1942, James Farmer and George Houser founded the **Congress of Racial Equality (CORE)**. CORE began using **sit-ins**, a form of protest first used by union workers in the 1930s. In 1943



CORE attempted 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. Using these protests, CORE successfully integrated many restaurants, theaters, and other public facilities in Chicago, Detroit, Denver, and Syracuse.

### Reading Check

**Examining** How had the ruling in *Plessy v. Ferguson* contributed to segregation?

**Separate but Unequal** Linda Brown’s court case ended decades of official segregation in the South.

## The Civil Rights Movement Begins

When World War II ended, many African American soldiers returned home optimistic that their country would appreciate their loyalty and sacrifice. In the 1950s, when change did not come as quickly as hoped, their determination to change prejudices in the United States led to protests and marches—and to the emergence of the civil rights movement.

**Brown v. Board of Education** After World War II, the NAACP continued to challenge segregation in the courts. From 1939 to 1961, the NAACP’s chief counsel and director of its Legal Defense and Education Fund was the brilliant African American attorney **Thurgood Marshall**. After World War II, Marshall focused his efforts on ending segregation in public schools.

In 1954 the Supreme Court decided to combine several different 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 Topeka, Kansas, because of her race. She was told to attend an all-black school across town. With the help of the NAACP, her parents then sued the Topeka school board.

On May 17, 1954, the Supreme Court ruled unanimously in the case of *Brown v. Board of Education of Topeka, Kansas*, that segregation in public schools was unconstitutional and violated the equal protection clause of the Fourteenth Amendment. Chief Justice Earl Warren summed up the Court’s decision when he wrote: “In the field of public education, the doctrine of separate but equal has no place. Separate educational facilities are inherently unequal.” (See pages 959 and 962 for information on *Brown v. Board of Education*.)

**The Southern Manifesto** The *Brown* decision marked a dramatic reversal of the ideas expressed in the *Plessy v. Ferguson* case. *Brown v. Board of Education* applied only to public schools, but the ruling threatened the entire system of segregation. Although it convinced many African Americans that the time had come to challenge other forms of segregation, it also angered many white Southerners, who became even more determined to defend segregation, regardless of what the Supreme Court ruled.

Although some school districts in border states integrated their schools in compliance with the Court’s ruling, anger and opposition was a far more common reaction. In Washington, D.C., Senator Harry F. Byrd of Virginia called on Southerners to

## MEETING SPECIAL NEEDS

**Auditory/Musical** Have students work in pairs to write song lyrics to be sung at a civil rights march. Have them base the lyrics on the events mentioned in this section. Recommend that they research some of the traditional songs used during the era for examples and style. Encourage students to set the lyrics to music. Invite students to perform their songs for the class. **L3 US:** 7A; **ELA:** Gr9/10/11: 1A, 1B

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

### Student Edition TEKS

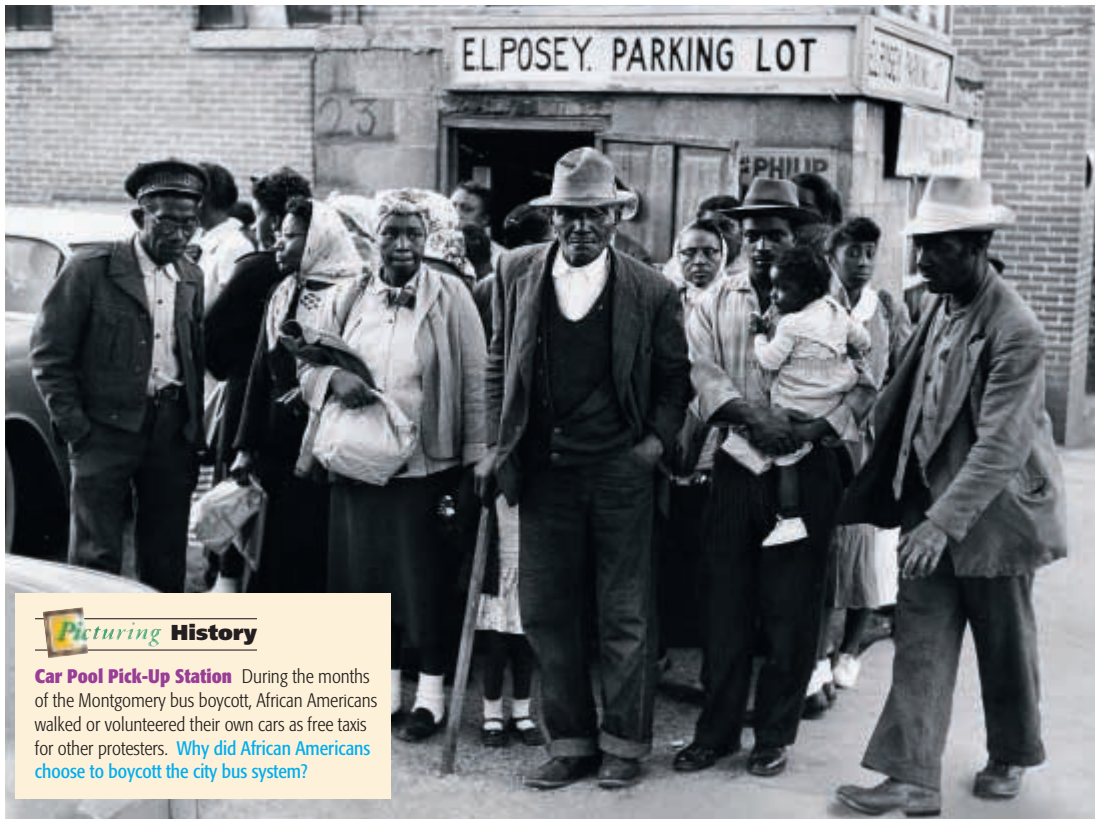
**ELA:** Page 748: Gr9/10/11: 10B;  
Page 749: Gr9/10/11: 10B



**Independent Spirit** Supreme Court Justice Thurgood Marshall, the great-grandson of an enslaved person “of independent spirit,” served with the NAACP for 23 years, argued 32 major cases for the organization, and won 29 of them.

**Picturing History**

**Answer:** They were protesting Rosa Parks’s arrest and segregation.  
**Ask:** How much of a sacrifice do you think African Americans made by boycotting public buses?  
*(Students’ answers will vary. Students should recognize that buses were the only means of transportation that many African Americans could afford.)*



**Picturing History**

**Car Pool Pick-Up Station** During the months of the Montgomery bus boycott, African Americans walked or volunteered their own cars as free taxis for other protesters. Why did African Americans choose to boycott the city bus system?

adopt “massive resistance” against the ruling. Across the South, hundreds of thousands of white Americans joined citizens’ councils to pressure their local governments and school boards into defying the Supreme Court. Many states adopted pupil assignment laws. These laws created an elaborate set of requirements other than race that schools could use to prevent African Americans from attending white schools.

The Supreme Court inadvertently encouraged white resistance when it followed up its decision in *Brown v. Board* a year later. The Court ordered school districts to proceed “with all deliberate speed” to end school segregation. The wording was vague enough that many districts were able to keep their schools segregated for many more years.

Massive resistance also appeared in the halls of Congress. In 1956 a group of 101 Southern members of Congress signed the **Southern Manifesto**, which denounced the Supreme Court’s ruling as “a clear abuse of judicial power” and pledged to use “all lawful means” to reverse the decision. Although the Southern

Manifesto had no legal standing, the statement encouraged white Southerners to defy the Supreme Court.

**The Montgomery Bus Boycott** In the midst of the uproar over the *Brown v. Board of Education* case, Rosa Parks made her decision to challenge segregation of public transportation. Outraged by Parks’s arrest, Jo Ann Robinson, head of a local organization called the Women’s Political Council, called on African Americans to boycott Montgomery’s buses on the day Rosa Parks appeared in court.

The boycott was a dramatic success. That afternoon, several African American leaders formed the Montgomery Improvement Association to run the boycott and to negotiate with city leaders for an end to segregation. They elected a 26-year-old pastor named **Martin Luther King, Jr.**, to lead them.

On the evening of December 5, 1955, a meeting was held at Dexter Avenue Baptist Church, where Dr. King was pastor. In the deep, resonant tones and powerful phrases that characterized his speaking style, King encouraged the people to continue their



**Language Arts** African American authors wrote about their experiences during the civil rights movement. James Baldwin’s *Notes of a Native Son* is a classic example of such literature.



Hattie McDaniel was the first African American woman to sing on American radio. In the 1930s and 1940s, she appeared in many films, generally in the role of a maid. She won an Academy Award for her role in the movie *Gone with the Wind*.

**INTERDISCIPLINARY CONNECTIONS ACTIVITY**

**Communication** Invite a journalist who covered events in your community during the civil rights movement to address your class about his or her experiences and perceptions of how minorities are portrayed in the media. Ask the speaker to suggest an activity that students can do to prepare for the presentation, such as reading an article or researching a topic. **L2 US:** 6H, 7A, 7D, 14D, 18A, 18B, 21A, 24A–D; **ELA:** Gr9/10: 16E; Gr11: 15E

**Student Edition TEKS**

**US HISTORY:** Page 748: 1A, 7A, 7B, 10A, 17A, 24A; Page 749: 1A, 7A, 7B, 21D



# CHAPTER 24

## Section 1, 746–752

**Social Studies TAKS** tested at Grades 10/11: ① Obj 3: US7B(11); Obj 4: US7A(11) ② Obj 3: US21A(11)  
③ Obj 3: US7B(11), US21A(11)

### Profiles IN HISTORY

**Ask:** What did Thurgood Marshall mean when he said, “The true miracle of the Constitution was not the birth of the Constitution, but its life”? (Students’ answers should recognize that he thought the Constitution was a living document which could be interpreted and amended to meet a changing society.)

#### Reading Check

**Answer:** Public school segregation was ruled unconstitutional because it violated the Fourteenth Amendment.

**Creating a Display** Have students base a display on African Americans who broke racial barriers. Ask each student to bring an image and a caption to contribute to the display. Encourage students to search a variety of fields, including entertainment, sports, sciences, and arts. **L2 US: 6H, 7A, 7D, 21A, 21C, 24B; ELA: Gr9/10/11: 1A, 1B, 13B, 13C, 21B, 21C**

Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

protest. “There comes a time, my friends,” he said, “when people get tired of being thrown into the abyss of humiliation, where they experience the bleakness of nagging despair.” He explained, however, that the protest had to be peaceful:

“Now let us say that we are not advocating violence. . . . The only weapon 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 American democracy is the right to protest for right!”

—quoted in *Parting the Waters: America in the King Years*

King had earned a Ph.D. in theology from Boston University. He believed that the only moral way to end segregation and racism was through nonviolent passive resistance. He told his followers, “We must use the weapon of love. We must realize that so many people are taught to hate us that they are not totally responsible for their hate.” African Americans, he urged, must say to racists and segregationists: “We 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.”

King drew upon the philosophy and techniques of Indian leader Mohandas Gandhi, who had used nonviolent resistance effectively against British rule in India. Like Gandhi, King encouraged his followers to disobey unjust laws. Believing in people’s ability to transform themselves, King was certain that public opinion would eventually force the government to end segregation.

Stirred by King’s powerful words, African Americans in Montgomery continued their boycott for over a year. Instead of riding the bus, they organized car pools or walked to work. They refused to be intimidated, yet they avoided violence. Meanwhile Rosa Parks’s legal challenge to bus segregation worked its way through the courts. Finally, in December 1956, the Supreme Court

### Profiles IN HISTORY

#### Thurgood Marshall 1908–1993

Over his long lifetime, Thurgood Marshall made many contributions to the civil rights movement. Perhaps his most famous accomplishment was representing the NAACP in the *Brown v. Board of Education* case.

Marshall’s speaking style was both simple and direct. During the *Brown* case, Justice Frankfurter asked Marshall for a definition of equal. “Equal means getting the same thing, at the same time and in the same place,” Marshall answered.

Born into a middle-class Baltimore family in 1908, Marshall earned a law degree from Howard University Law School. The school’s dean, Charles Hamilton Houston, enlisted Marshall to work for the NAACP. Together the two laid out the legal strategy for challenging discrimination in many arenas of American life.



Marshall became the first African American on the Supreme Court when President Lyndon Johnson appointed him in 1967. On the Court, he remained a voice for civil rights. In his view, the Constitution was not perfect because it had accepted slavery. Its ideas of liberty, justice, and equality had to be refined. “The true miracle of the Constitution,” he once wrote, “was not the birth of the Constitution, but its life.”

affirmed the decision of a special three-judge panel declaring Alabama’s laws requiring segregation on buses to be unconstitutional.

**Reading Check Describing** What was the ruling in *Brown v. Board of Education*?

#### African American Churches

Martin Luther King, Jr., was not the only prominent minister in the bus boycott. Many of the other leaders were African American ministers. The boycott could not have succeeded without the support of the African American churches in the city. As the civil rights movement gained momentum, African American churches continued to play a critical role. They served as forums for many of the protests and planning meetings, and they also mobilized many of the volunteers for specific civil rights campaigns.

After the Montgomery bus boycott demonstrated that nonviolent protest could be successful, African American ministers led by King established the **Southern Christian Leadership Conference (SCLC)** in 1957. The SCLC set out to eliminate segregation from American society and to encourage

### CRITICAL THINKING ACTIVITY

**Comparing Philosophies** Martin Luther King, Jr., took many of his nonviolent ideas from those of Mohandas K. Gandhi, leader of India’s nationalist movement against Britain. Ask students to research Gandhi’s philosophy and his work. Have them compare each man’s philosophy. **Ask:** How are they similar? How are they different? What impact did each leader have on his nation? How successful was each in reaching his goals? Have students present their findings orally for class discussion. **L2 US: 24A–D, 24G, 25C, 25D; ELA: Gr9/10: 16E; Gr11: 15E**

#### Student Edition TEKS

**ELA: Page 750:** Gr9/10/11: 8B, 10B; **Page 751:** Gr9/10/11: 10B, 19B, 20B; Gr9: 7G; Gr10/11: 7F



African Americans to register to vote. Dr. King served as the SCLC’s first president. Under his leadership, the organization challenged segregation at the voting booths and in public transportation, housing, and public accommodations.

1

**Reading Check** **Summarizing** What role did African American churches play in the civil rights movement?

2

## Eisenhower and Civil Rights

President Eisenhower sympathized with the goals of the civil rights movement, and he personally disagreed with segregation. Following the precedent set by President Truman, he ordered navy shipyards and veterans’ hospitals to be desegregated.

At the same time, however, Eisenhower disagreed with those who wanted to roll back segregation through protests and court rulings. He believed that people had to allow segregation and racism to end gradually as values changed. With the nation in the midst of the Cold War, he worried that challenging white Southerners on segregation might divide the nation and lead to violence at a time when the country

had to pull together. Publicly, he refused to endorse the *Brown v. Board of Education* decision. Privately, he remarked, “I don’t believe you can change the hearts of men with laws or decisions.”

Despite his belief that the *Brown v. Board of Education* decision was wrong, Eisenhower felt he had to uphold the authority of the federal government, including its court system. As a result, he became the first president since Reconstruction to send federal troops into the South to protect the constitutional rights of African Americans.

**Crisis in Little Rock** In September 1957, the school board in Little Rock, Arkansas, won a court order to admit nine African American students to Central High, a school with 2,000 white students. Little Rock was a racially moderate Southern city, as was most of the state of Arkansas. A number of Arkansas communities, as well as the state university, had already begun to desegregate their schools.

The governor of Arkansas, Orval Faubus, was believed to be a moderate on racial issues, unlike many other Southern politicians. Faubus was determined to win re-election, however, and so he began to campaign

### Picturing History

**Crisis in Little Rock** Fifteen-year-old Elizabeth Echford (in sunglasses at right) braves an angry crowd of Central High School students in Arkansas. **How did Governor Orval Faubus react to attempts to integrate the high school?**



### Reading Check

**Answer:** They supported boycotts, nonviolent demonstrations, and voter registration.

### Picturing History

**Answer:** He ordered National Guard troops to prevent the African American students from entering the school.

**Ask:** How do you think Elizabeth Echford felt on the day this picture was taken? (Students’ answers will vary. Students might indicate that she was frightened, lonely, sad, or angry.)

## 3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity. **US: 25D; ELA: Gr9: 7I; Gr10/11: 7H**

④ Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

### Reading Essentials and Study Guide 24–1

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Study Guide**

**Chapter 24, Section 1**

For use with *Textbook* pages 746–752

**THE MOVEMENT BEGINS**

**KEY TERMS AND NAMES**

**separate-but-equal** doctrine that said laws segregating African Americans were allowed as long as equal facilities were provided for them (page 747)

**de facto segregation** segregation by custom and tradition (page 747)

**NAACP** the National Association for the Advancement of Colored People (page 747)

**sit-ins** form of protest in which protesters refused to leave segregated places (page 748)

**Thurgood Marshall** chief counsel of the NAACP, who worked to end segregation in public schools (page 748)

**Linda Brown** student who was denied admission to her school in Topeka, Kansas, and who sued the school board (page 748)

## EXTENDING THE CONTENT

**Sports** In 1947 Jackie Robinson became the first African American to play major-league baseball. Other professional sports integrated at different times. African American prizefighters and jockeys had been successful even before 1904 when Charles W. Follis became the first African American professional football player. It was not until 1950 that the Boston Celtics of the National Basketball Association signed Charles “Chuck” Cooper to be the first African American player in the league.

### Student Edition TEKS

**US HISTORY: Page 750:** 1A, 7A, 7B, 17A, 21A; **Page 751:** 1A, 7A, 7B, 18A, 21A, 24B

# CHAPTER 24

## Section 1, 746–752

### Section Quiz 24–1

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

★ Chapter 24 \_\_\_\_\_ Score \_\_\_\_\_

**Section Quiz 24-1**

**DIRECTIONS:** Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

<b>Column A</b>	<b>Column B</b>
1. governor who ordered troops from the Arkansas National Guard to prevent African American students from entering school	A. Thurgood Marshall
2. set out to eliminate segregation from American society and to encourage African Americans to register to vote	B. Southern Christian Leadership Conference
3. segregation by custom and tradition	C. Orval Faubus
4. challenged segregation in court and launched the modern civil rights movement	D. Rosa Parks
5. African American attorney who was the NAACP's chief counsel	E. de facto segregation

### Reteach

Have students explain the origin of the Southern Christian Leadership Conference. **US:** 6H, 7A, 7B, 14D, 18A, 18B, 21A; **ELA:** Gr9/10: 16E; Gr11: 15E

### Enrich

Invite interested students to prepare a presentation about one of the persons mentioned in this section. Encourage students to use library and Internet resources. **US:** 6H, 7A, 7B, 21A, 24A–D, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B, 13B

### Reading Check

**Answer:** He intervened because the governor of Arkansas had used armed forces to oppose the authority of the federal government. After the governor withdrew the National Guard troops, Eisenhower used federal troops to stop the violence and enforce the law.

## 4 CLOSE

Have students discuss the changing role of the federal government in civil rights enforcement. **US:** 6H, 7A, 7C, 7D, 14D, 16B; **ELA:** Gr9/10: 16E; Gr11: 15E

### Student Edition TEKS

**ELA: Page 752:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H;  
**Page 753:** Gr9/10/11: 4D, 6A, 7D, 7F, 8B

as a defender of white supremacy. He ordered troops from the Arkansas National Guard to prevent the nine African American students from entering the school. The next day, as the National Guard troops surrounded the school, an angry white mob joined the troops to protest the integration plan and to intimidate the African American students trying to register.

Television coverage of this episode placed Little Rock at the center of national attention. Faubus had used the armed forces of a state to oppose the authority of the federal government—the first such challenge to the Constitution since the Civil War. Eisenhower 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. After the African American students entered the school, angry whites beat at least two African American reporters and broke many of the school's windows. The mob came so close to capturing the terrified African American students that the police had to take them away to safety.

The mob violence finally pushed President Eisenhower's patience to the breaking point. Federal authority had to be upheld. He immediately ordered the U.S. Army to send troops to Little Rock. By nightfall 1,000 soldiers of the elite 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 American students arrived in an army station wagon, and they walked into the

high school. The law had been upheld, but the troops were forced to remain in Little Rock for the rest of the school year.

**New Civil Rights Legislation** The same year that the Little Rock crisis began, Congress passed the first civil rights law since Reconstruction. The **Civil Rights Act of 1957** was intended to protect the right of African Americans to vote. Eisenhower believed firmly in the right to vote, and he viewed it as 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 did send 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 did try to stop the Civil Rights Act of 1957, but the Senate majority leader, Democrat 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. The act 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 allegations of denial of voting rights. After the bill passed, the SCLC announced a campaign to register 2 million new African American voters.

**Reading Check Explaining** Why did President Eisenhower intervene in the civil rights controversy?

### TAKS Practice

## SECTION 1 ASSESSMENT

### Checking for Understanding

- Define:** separate-but-equal, de facto segregation, sit-in.
- Identify:** NAACP, Thurgood Marshall, Linda Brown, Martin Luther King, Jr., Southern Christian Leadership Conference.
- State** the outcome of the *Brown v. Board of Education* case.

### Reviewing Themes

- Government and Democracy** Why did the role of the federal government in civil rights enforcement change?

### Critical Thinking

- Interpreting** Do you think the civil rights movement would have been successful in gaining civil rights for African Americans without the help of the NAACP and the SCLC? Explain.
- Organizing** Use a graphic organizer similar to the one below to list the efforts made to end segregation.



### Analyzing Visuals

- Examining Photographs** Study the photograph of Central High School students on page 751. How would you describe Elizabeth Echford's demeanor compared to those around her? What might this tell you about her character?

### Writing About History

- Expository Writing** Take on the role of an African American soldier returning to the United States after fighting in World War II. Write a letter to the editor of your local newspaper describing your expectations of civil rights as an American citizen.

## SECTION 1 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- NAACP (p. 747), Thurgood Marshall (p. 748), Linda Brown (p. 748), Martin Luther King, Jr. (p. 749), Southern Christian Leadership Conference (p. 750) **US:** 7B, 21A
- Segregation in public schools is unconstitutional. **US:** 17A
- because its authority and decisions were challenged by individual states **US:** 7C
- Students should recognize that the NAACP and the SCLC provided financial support, leadership, and organization to the civil rights movement. **US:** 7A, 24G
- founding of CORE, NAACP court challenges, bus boycott, voter registration movement **US:** 7A, 25C
- Students' answers will vary but should recognize her courage. **US:** 21D, 24B
- Letters should include specific expectations. **US:** 25D



# SECTION 2 Challenging Segregation

## Guide to Reading

### Main Idea

African American citizens and white supporters created organizations that directed protests, targeted specific inequalities, and attracted the attention of the mass media and the government.

### Key Terms and Names

Jesse Jackson, Ella Baker, Freedom Riders, filibuster, cloture, Civil Rights Act of 1964, poll tax

### Preview of Events



### 1 Reading Strategy

**Organizing** As you read about challenges to segregation in the South, complete a cause/effect chart like the one below.

Cause	Effect
Sit-In Movement	
Freedom Riders	African American support of Kennedy
	African American voter registration

### Reading Objectives

- **Evaluate** the Civil Rights Act of 1964.
- **Summarize** the efforts to establish voting rights for African Americans.

### Section Theme

**Science and Technology** The civil rights movement gained momentum in the early 1960s due to national television coverage.

## ★ An American Story ★

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 in Greensboro. The four freshmen became close friends and spent evenings talking about the civil rights movement. In January 1960, McNeil told his friends that he thought the time had come to take action, and he suggested a sit-in at the whites-only lunch counter in the nearby Woolworth’s department store.

“All of us were afraid,” Richmond later recalled, “but we went and did it.” On February 1, 1960, the four friends entered the Woolworth’s. They purchased school supplies and then sat at the lunch counter and ordered coffee. When they were refused service, Blair said, “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, then announced that they would sit at the counter every day until they were given the same service as white customers.

As they left the store, the four were excited. McNeil recalled, “I just felt I had powers within me, a superhuman strength that would come forward.” McCain was also energized, saying, “I probably felt better that day than I’ve ever felt in my life.”

—adapted from *Civilities and Civil Rights*

### The Sit-In Movement

News of the daring sit-in at the Woolworth’s store spread quickly across Greensboro. The following day, 29 African American students arrived at Woolworth’s determined to sit at the counter until served. By the end of the week, over 300 students were taking part.



Four North Carolina college students after they participated in a lunch counter sit-in

# 1 FOCUS

## Section Overview

This section focuses on the efforts made to challenge segregation.

## BELLINGER Skillbuilder Activity

Project transparency and have students answer the question.

Available as a blackline master.

## Daily Focus Skills Transparency 24–2

**ANALYZING PRIMARY SOURCES**

**CIVIL RIGHTS MARCH IN BIRMINGHAM**

**Directions:** Answer the following question based on the photograph.

In 1963 television enabled millions of Americans to see peaceful demonstrators get brutally attacked in Birmingham, Alabama. What effect do you think a scene like this had on civil rights legislation?

- It caused the delay of civil rights legislation.
- It caused outrage among many Americans.
- It caused Birmingham law enforcers to be respected.
- It caused civil rights legislation to move forward.

## Guide to Reading

**Answers to Graphic:** *Cause:* sit-in movement, *Effect:* brought attention to the civil rights movement; *Cause:* Freedom Riders, *Effect:* Kennedy’s decision to control violence; *Cause:* King’s release from jail, *Effect:* African American support for Kennedy; *Cause:* Selma march, *Effect:* African American voter registration

### Preteaching Vocabulary

Have students look up the words *filibuster* and *cloture* in the Glossary. Then have them write the definitions in their own words. **US:** 25A

## SECTION RESOURCES

### Reproducible Masters

- Reproducible Lesson Plan 24–2
- Daily Lecture and Discussion Notes 24–2
- Guided Reading Activity 24–2
- Section Quiz 24–2
- Reading Essentials and Study Guide 24–2

### Transparencies

- Daily Focus Skills Transparency 24–2

### Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

## Student Edition TEKS

**US HISTORY:** Page 752: 1A, 7A–D, 17A, 18A, 21A, 21D, 24B, 24G, 25A, 25C, 25D; Page 753: 1A, 1B, 7A, 7C, 7D, 18A, 24B, 25A, 25C



# CHAPTER 24

## Section 2, 753–760

# 2 TEACH

### Daily Lecture and Discussion Notes 24–2

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#### Daily Lecture and Discussion Notes

Chapter 24, Section 2

**Did You Know?** In 1964 Martin Luther King, Jr., at the age of 35, was the youngest person ever to receive the Nobel Peace Prize for his work toward civil rights.

#### I. The Sit-In Movement (pages 753–754)

- A. In 1959 four African Americans staged a sit-in at a Woolworth's whites-only lunch counter. This led to a mass movement for civil rights. Soon sit-ins were occurring across the nation.
- B. Students like **Jesse Jackson** from North Carolina Agricultural and Technical College felt that sit-ins gave them the power to change things.

**Creating a Chart** Have students create a chart similar to the one shown below to illustrate the activities of the persons mentioned in this section. **L1 ELL US:** 6H, 7A, 8A, 14D, 18B, 21A, 24B; **ELA:** Gr/9/10/11: 4D, 13B, 13C

Working for Civil Rights	
Name	Involvement
Working to Maintain Segregation	
Name	Involvement

### Reading Check

**Answer:** It got the nation's attention and gave people a way to get involved in the civil rights movement.

### Picturing History

**Answer:** They were nervous.  
**Ask:** How did young people staging sit-ins generally behave? (They were nonviolent.)

### Reading Check

**Answer:** She urged students to create SNCC.

### Student Edition TEKS

**ELA:** Page 754: Gr/9/10/11: 10B, 19B, 20B; Page 755: Gr/9/10/11: 6A, 10B, 19B, 20B; Gr/9: 7G; Gr/10/11: 7F

**Social Studies TAKS** tested at Grades 10/11: 1 Obj 4: US7A(11) 2 Obj 3: US7B(11); Obj 4: US7A(11) 3 Obj 3: US7B(11), US21A(11), US21D(11); Obj 4: US7A(11)

1 Starting with just four students, a new mass movement for civil rights had begun. Within two months, sit-ins had spread to 54 cities in 9 states. Sit-ins were staged at segregated stores, restaurants, hotels, movie theaters, and swimming pools. By 1961 sit-ins had been held in more than 100 cities.

The sit-in movement brought large numbers of idealistic and energized college students into the civil rights struggle. Many African American students had become discouraged by the slow pace of desegregation. Students like **Jesse Jackson**, a student leader at North Carolina Agricultural and Technical College, wanted to see things change. The sit-in offered them a way to take matters into their own hands.

2 At first the leaders of the NAACP and the SCLC were nervous about the sit-in movement. They feared that students did not have the discipline to remain nonviolent if they were provoked enough. For the most part, the students proved them wrong. Those conducting sit-ins were heckled by bystanders, punched, kicked, beaten with clubs, and burned with cigarettes, hot coffee, and acid—but most did not fight back. They remained peaceful, and their heroic behavior grabbed the nation's attention.

**Reading Check Examining** What were the effects of the sit-in movement?

### SNCC

As the sit-ins spread, student leaders in different states realized that they needed to coordinate their efforts. The person who brought them together was **Ella Baker**, the 55-year-old executive director of the SCLC. In April 1960, Baker invited student leaders to

### Picturing History

**Sit-Ins Fight Segregation** African American students challenged Southern segregation laws by demanding equal service at lunch counters. **How did the NAACP initially feel about the sit-in movement?**



attend a convention at Shaw University in Raleigh, North Carolina. At the convention, Baker urged students to create their own organization instead of joining the NAACP or the SCLC. Students, she said, had "the right to direct their own affairs and even make their own mistakes."

The students agreed with Baker and established the **Student Nonviolent Coordinating Committee (SNCC)**. They then chose **Marion Barry**, a student leader from Nashville who later served as mayor of Washington, D.C., to be SNCC's first chairperson. African American college students from all across the South made up the majority of SNCC's members, although many whites also joined.

Between 1960 and 1965, SNCC played a key role in desegregating public facilities in dozens of Southern communities. SNCC also began sending volunteers into rural areas of the Deep South to register African Americans to vote. The idea for what came to be called the Voter Education Project began with **Robert Moses**, an SNCC volunteer from New York. Moses pointed out that the civil rights movement tended to focus on urban areas. He urged SNCC to fill in the gap by helping rural African Americans. Moses himself went to rural Mississippi, where African Americans who tried to register to vote frequently met with violence.

Despite the danger, many SNCC volunteers headed to Mississippi and other parts of the Deep South. Several had their lives threatened, and others were beaten. In 1964 local officials in Mississippi brutally murdered three SNCC workers as the workers attempted to register African American voters.

One SNCC organizer, a former sharecropper named **Fannie Lou Hamer**, had been evicted from her farm after registering to vote. She was then arrested in Mississippi for urging other African Americans to register, and she was severely beaten by the police while in jail. She then helped organize the Mississippi Freedom Democratic Party, and she challenged the legality of the segregated Democratic Party at the 1964 Democratic National Convention.

**Reading Check Explaining** What role did Ella Baker play in forming SNCC?

### The Freedom Riders

Despite rulings outlawing segregation in interstate bus service, bus travel remained segregated in much of the South. In 1961 **CORE** leader **James Farmer** asked teams of African Americans and whites to travel into the South to draw attention to

## COOPERATIVE LEARNING ACTIVITY

**Registering to Vote** Organize the class into two groups to research the ease or difficulty of registering to vote in the 1960s versus today. One group can research the tactics used before 1965 to keep African Americans from registering to vote. Students should look for examples of actions taken in the North as well as the South. The other group can contact the local election board to find out how to register to vote in their community. Have students make a display showing the process, including options such as registering in person, by mail, or online. **US:** 7A, 18A, 18B, 24A–D, 25C, 25D; **ELA:** Gr/9/10/11: 1A, 1B, 13B, 13C, 21B, 21C

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

1 the South’s refusal to integrate bus terminals. The teams became known as the **Freedom Riders**.

In early May 1961, the first Freedom Riders boarded several southbound interstate buses. When the buses carrying them arrived in Anniston, Birmingham, and Montgomery, Alabama, angry white mobs attacked them. The mobs slit the bus tires and threw rocks at the windows. In Anniston, someone threw a firebomb into one bus, although fortunately no one was killed.

In Birmingham the riders emerged from a bus to face a gang of young men armed with baseball bats, chains, and lead pipes. They beat the riders viciously. One witness later reported, “You couldn’t see their faces through the blood.” The head of the police in Birmingham, Public Safety Commissioner Theophilus Eugene (“Bull”) Connor, explained that there had been no police at the bus station because it was Mother’s Day, and he had given many of his officers the day off. FBI evidence later showed that Connor had contacted the local Ku Klux Klan and told them he wanted the Freedom Riders beaten until “it looked like a bulldog got a hold of them.”

The violence in Alabama made national news, shocking many Americans. The attack on the Freedom Riders came less than four months after President John F. Kennedy took office. The new president felt compelled to do something to get the violence under control.

2 **Reading Check** **Summarizing** What was the goal of the Freedom Riders?

## John F. Kennedy and Civil Rights

While campaigning for the presidency in 1960, John F. Kennedy promised to actively support the civil rights movement if elected. His brother, Robert F. Kennedy, had used his influence to get Dr. King released from jail after a demonstration in Georgia. African Americans responded by voting overwhelmingly for Kennedy. Their votes helped him narrowly win several key states, including Illinois, which Kennedy carried by only 9,000 votes. Once in office, however, Kennedy at first seemed as cautious as Eisenhower on civil rights, which disappointed many African Americans. Kennedy knew that he needed the support of many Southern senators to get



### **Picturing History**

**Riding Into Danger** On May 14, 1961, Freedom Riders were driven from their bus outside of Anniston, Alabama, when angry townspeople set the bus on fire. Which civil rights protest organization coordinated the Freedom Riders?

other programs he wanted through Congress, and that any attempt to push through new civil rights legislation would anger them.

Kennedy did, however, name approximately 40 African Americans to high-level positions in the federal government. He also appointed Thurgood Marshall to a judgeship on the Second Circuit Appeals Court in New York—one level below the Supreme Court and the highest judicial position an African American had attained to that point. Kennedy also created the **Committee on Equal Employment Opportunity** (CEEEO) to stop the federal bureaucracy from discriminating against African Americans when hiring and promoting people.

3 **The Justice Department Takes Action** Although President Kennedy was unwilling to challenge Southern Democrats in Congress, he allowed the Justice Department, run by his brother Robert, to actively support the civil rights movement. Robert Kennedy tried to help African Americans register to vote by having the civil rights division of the Justice Department file lawsuits throughout the South.

When violence erupted against the Freedom Riders, the Kennedys came to their aid as well, although not at first. At the time the Freedom Riders took action, President Kennedy was preparing for a meeting with Nikita Khrushchev, the leader of the Soviet Union. Kennedy did not want violence in the South to disrupt the meeting by giving the impression that his country was weak and divided.

After the Freedom Riders were attacked in Montgomery, the Kennedys publicly urged them to

## MEETING SPECIAL NEEDS

**Auditory/Musical** Ask students to listen to an audio recording of the “I Have a Dream” speech delivered by Martin Luther King, Jr., at the 1963 March on Washington. Instruct students not to take notes. After listening to the speech have the students jot down their impressions. Play the recording again and allow students to take notes. Discuss the speech elements that make it powerful, such as word choice, delivery, and timing. **L2**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the **TCR**.

## Guided Reading Activity 24–2

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

### ★ Guided Reading Activity 24–2

**DIRECTIONS:** Recalling Facts Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Who organized a convention at Shaw University and urged students to create the Student Nonviolent Coordinating Committee (SNCC)? \_\_\_\_\_
2. Who, as an SNCC volunteer from New York, urged the SNCC to help rural African Americans register to vote? \_\_\_\_\_
3. Who helped organize the Mississippi Freedom Democratic Party, and then challenged the legality of the segregated Democratic Party at the 1964 Democratic National Convention? \_\_\_\_\_
4. Why did President Kennedy seem cautious at first on civil rights? \_\_\_\_\_
5. What was the purpose of the Committee on Equal Employment Opportunity? \_\_\_\_\_

### **Picturing History**

**Answer:** CORE (Congress of Racial Equality)

**Ask:** Who was responsible for the violence against the Freedom Riders in Birmingham, Alabama? (*Ku Klux Klan*)

### **Reading Check**

**Answer:** CORE wanted to draw attention to segregation in Southern bus terminals.

## FYI

Presidential aide John Siegenthaler recounted the mob scene at the bus terminal: “The Freedom Riders emerging from the bus were being mauled. It looked like two hundred, three hundred people all over them. There were screams and shouts. . . .” The one white man aboard the bus, Jim Zwerg, was viciously attacked—as if the mob was furious that he would side with African Americans.

## History and the Humanities

- American Music: Hits Through History: “Why? (Am I Treated So Bad)”
- American Music: Cultural Traditions: “We Shall Not Be Moved”

## Student Edition TEKS

**US HISTORY:** Page 754: 1A, 7A, 7B, 18A, 21A, 21D; Page 755: 1A, 7A, 7C, 7D, 18A, 24B, 25A



# CHAPTER 24

## Section 2, 753–760

**Creating a Brochure** Have students create a brochure encouraging people to register to vote. Suggest that they contact the local board of elections and organizations that encourage voting, such as the League of Women Voters, to get examples of actual brochures. **L2 US:** 18A, 18C, 24A–D, 24G, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C, 21B, 21C

Use the rubric for creating a political cartoon, pamphlet, or handbill on pages 77–78 in the *Performance Assessment Activities and Rubrics*.



**Government** Like many leading political figures in Southern states, George Wallace opposed integration. Elected in 1962 as the governor of Alabama, his actions and words, such as his statement, “segregation now, segregation tomorrow, segregation forever,” openly defied the federal government’s efforts. So strong was Southern anger over the segregation issue that Wallace would garner much support in his 1968 and 1972 presidential bids. Wallace eventually apologized for his racist beliefs.

**Social Studies TAKS** tested at Grades 10/11: ① Obj 4: US7A(11), US7C(11) ② Obj 3: US7B(11); Obj 4: US7A(11), US7C(11) ③ Obj 4: US7A(11); Obj 5: 8.30A(10), US24A(11)

stop the rides and give everybody a “cooling off” period. James Farmer replied that African Americans “have been cooling off now for 350 years. If we cool off anymore, we’ll be in a deep freeze.” Instead he announced that the Freedom Riders planned to head into Mississippi on their next trip.

① To stop the violence, President Kennedy made a deal with Senator James Eastland of Mississippi, a strong supporter of segregation. If Eastland would use his influence in Mississippi to prevent violence, Kennedy would not object if the Mississippi police arrested the Freedom Riders. Eastland kept the deal. No violence occurred when the buses arrived in Jackson, Mississippi, but the riders were arrested.

The cost of bailing the Freedom Riders out of jail used up most of CORE’s funds, which meant that the rides would have to end unless more money could be found. When Thurgood Marshall learned of the situation, he offered James Farmer the use of the NAACP’s Legal Defense Fund’s huge bail bond account to keep the rides going.

When President Kennedy returned from his meeting with Khrushchev and found that the Freedom Riders were still active, he changed his position and ordered the Interstate Commerce Commission to tighten its regulations against segregated bus terminals. In the meantime, Robert Kennedy ordered the Justice Department to take legal action against Southern cities that were maintaining segregated bus terminals. The continuing pressure of CORE and the actions of the ICC and the Justice Department finally produced results. By late 1962, segregation in interstate travel had come to an end.

**James Meredith** As the Freedom Riders were trying to desegregate bus terminals, efforts continued to integrate Southern schools. On the very day John F. Kennedy was inaugurated, an African American air force veteran named **James Meredith** applied for a transfer to the University of Mississippi. Up to that point, the university had avoided complying with the Supreme Court ruling ending segregated education.

① In September 1962, Meredith tried to register at the university’s admissions office, only to find Ross Barnett, the governor of Mississippi, blocking his path. Although Meredith had a court order directing the university to register him, Governor Barnett stated emphatically, “Never! We will never surrender to the evil and illegal forces of tyranny.”

③ Frustrated, President Kennedy dispatched 500 federal marshals to escort Meredith to the campus. Shortly after Meredith and the marshals arrived, an

angry white mob attacked the campus, and a full-scale riot erupted. The mob hurled rocks, bottles, bricks, and acid at the marshals. Some people fired shotguns at them. The marshals responded with tear gas, but they were under orders not to fire.

The fighting continued all night. By morning, 160 marshals had been wounded. Reluctantly Kennedy ordered the army to send several thousand troops to the campus. For the rest of the year, Meredith attended classes at the University of Mississippi under federal guard. He graduated the following August.

**Violence in Birmingham** The events in Mississippi frustrated Martin Luther King, Jr., and other civil rights leaders. Although they were pleased that Kennedy had intervened to protect Meredith’s rights, they were disappointed that the president had not seized the moment to push for a new civil rights law. When the Cuban missile crisis began the following month, civil rights issues dropped out of the news, and for the next several months, foreign policy became the main priority at the White House.

Reflecting on the problem, Dr. King came to a difficult decision. It seemed to him that only when violence and disorder got out of hand would the federal government intervene. “We’ve got to have a crisis to bargain with,” one of his advisers observed. King agreed. In the spring of 1963, he decided to launch demonstrations in Birmingham, Alabama, knowing they would probably provoke a violent response. He believed it was the only way to get President Kennedy to actively support civil rights.

The situation in Birmingham was volatile. Public Safety Commissioner Bull Connor, who had arranged for the attack on the Freedom Riders, was now running for mayor. Eight days after the protests began, King was arrested and held for a time in solitary confinement. While in prison, King began writing on scraps of paper that had been smuggled into his cell. The “Letter From a Birmingham Jail” that he produced is one of the most eloquent defenses of nonviolent protest ever written.

In his letter, King explained that although the protesters were breaking the law, they were following a higher moral law based on divine justice. To the charge that the protests created racial tensions, King argued that the protests “merely bring to the surface the hidden tension that is already alive.” Injustice, he insisted, had to be exposed “to the light of human conscience and the air of national opinion before it can be cured.” (See page 936 for more on “Letter From a Birmingham Jail.”)

### INTERDISCIPLINARY CONNECTIONS ACTIVITY

**Civics** Tell students that protests have always been a part of the American tradition and that many protests have involved demonstrations in Washington, D.C. Have students research and write a report about one of the marches or rallies in Washington that occurred between 1960 and 1980. Examples of appropriate subjects for research are the Poor People’s Campaign, 1968; ERA, 1978; Earth Day, 1970; or antinuclear protests, 1980. **L2 US:** 6A, 7A, 18A, 24A–D, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 4C, 13B, 13C

**Student Edition TEKS**  
**ELA:** Page 756: Gr9/10/11: 8B;  
Page 757: Gr9/10/11: 8B, 10B, 19B, 20B



After King was released, the protests, which had been dwindling, began to grow again. Bull Connor responded with force, ordering the police to use clubs, police dogs, and high-pressure fire hoses on the demonstrators, including women and children. Millions of people across the nation watched the graphic violence on television. Outraged by the brutality and worried that the government was losing control, Kennedy ordered his aides to prepare a new civil rights bill.

represent him . . . then who among us would be content to have the color of his skin changed and stand in his place?

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. . . . And this nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free. . . . Now the time has come for this nation to fulfill its promise.☺☺

—from Kennedy’s White House Address, June 11, 1963

**Reading Check**

**Answer:** He appointed some African Americans to federal positions in his administration, protected civil rights through federal involvement with the states, and prepared a civil rights bill.

1 **Reading Check** **Evaluating** How did President Kennedy help the civil rights movement?

**The Civil Rights Act of 1964**

Determined to introduce a civil rights bill, Kennedy now waited for a dramatic opportunity to address the nation on the issue. Shortly after the violence in Birmingham had shocked the nation, Alabama’s governor, George Wallace, gave the president his chance. Wallace was committed to segregation. At his inauguration, he had stated, “I draw a line in the dust . . . and I say, Segregation now! Segregation tomorrow! Segregation forever!” On June 11, 1963, Wallace personally stood in front of the University of Alabama’s admissions office to block the enrollment of two African Americans. He stayed until federal marshals ordered him to stand aside.

President Kennedy seized the moment to announce his civil rights bill. That evening, he went on television to speak to the American people about a “moral issue . . . as old as the scriptures and as clear as the American Constitution”:

☺☺The heart of the question is whether . . . we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who will

**TURNING POINT**

**The March on Washington** Dr. King realized that Kennedy would have a very difficult time pushing his civil rights bill through Congress. Therefore, he searched for a way to lobby Congress and to build more public support. When A. Philip Randolph suggested a march on Washington, King agreed.

On August 28, 1963, more than 200,000 demonstrators of all races flocked to the nation’s capital. The audience heard speeches and sang hymns and songs as they gathered peacefully near the Lincoln Memorial. Dr. King then delivered a powerful speech outlining his dream of freedom and equality for all Americans:

**Picturing History**

**Forcing Change** Birmingham police used high-pressure hoses to force civil rights protesters to stop their marches. **Why did King’s followers offer no resistance?**



**Creating a Graph** Provide the data below and ask students to create a graph illustrating the percentage of total voters and African American voters in national elections between 1964 and 1974. Ask students to explain any trends. **L2 US: 8A, 24B, 24H; ELA: Gr9/10/11: 4D**

**Percentage of Voting Age Population That Voted**

Year	Total	African American
1974	44.7%	33.8%
1972	63.0%	52.1%
1970	54.6%	43.5%
1968	67.8%	57.6%
1966	55.4%	41.7%
1964	69.3%	58.5%

☑ Use the rubric for creating a map, display, or chart on pages 65–66 in the *Performance Assessment Activities and Rubrics*.

**Picturing History**

**Answer:** They believed in the strategy of nonviolence.

**Ask:** **What happened to Martin Luther King, Jr., following the March on Birmingham?** (He was arrested.)

**CRITICAL THINKING ACTIVITY**

**Analyzing Gains** Although African Americans have gained many rights and opportunities as a result of the civil rights movement, much remains to be done. Ask students to identify areas where they think more could be done to ensure that all Americans have equal rights. Have students write their ideas in the form of a letter to their representative in Congress. Invite students to read their letters aloud to the class. **L2 US: 6H, 7A, 7C, 18A, 18B, 24B, 24G, 25A–D; ELA: Gr9/10/11: 1A, 1B; Gr9/10: 16E; Gr11: 15E**

**Student Edition TEKS**

**US HISTORY:** Page 756: 1A, 7A–C, 24A; Page 757: 1A, 7A–C

# CHAPTER 24

## Section 2, 753–760

### Picturing History

**Answer:** Civil Rights Act of 1964  
**Ask:** How long did it take after the March on Washington for the Civil Rights Act of 1964 to be passed? (a little over ten months)

**Analyzing Decisions** Explain to students that President Kennedy decided to support the civil rights movement in the summer of 1963. The country had watched with revulsion as the drama in Birmingham played itself out. Tell them that the mood of the country was changing and that Kennedy was working to get out in front of a movement that was gaining momentum. Discuss with students their opinions about Kennedy’s decision and its timing in light of the March on Washington and his political strength in Congress. **L2 US: 6H, 7A, 7C, 24B, 24G; ELA: Gr9/10: 16E; Gr11: 15E**

### FYI

In 1989 the Southern Poverty Law Center dedicated the Civil Rights Memorial to those who died during the struggle for civil rights in the South. Located in Montgomery, Alabama—the scene of so many of the events in that cause—the memorial serves to inform and educate young people about the civil rights movement. Maya Lin, the creator of the Vietnam Veterans Memorial in Washington, D.C., designed the monument.



*“I have a dream”*  
 —Martin Luther King, Jr.

### Picturing History

**A Dream Deferred** The 1963 March on Washington was the emotional high point of the civil rights movement. Its nonviolent atmosphere and Dr. King’s eloquent speech made it one of the most momentous American events of the twentieth century. **What significant legislation resulted from the March on Washington?**



“I have a dream that one day this nation will rise up and live out the true meaning of its creed . . . that all men are created equal. . . . I have a dream that one day . . . the sons of former slaves and the sons of former slave owners will be able to sit together at the table of brotherhood. . . . I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream . . . when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing . . . ‘Free at last, Free at last, Thank God Almighty, we are free at last.’”

—quoted in *Freedom Bound: A History of America’s Civil Rights Movement*

1 King’s speech and the peacefulness and dignity of the March on Washington had built momentum for the civil rights bill. Opponents in Congress, however,

continued to do what they could to slow the bill down, dragging out their committee investigations and using procedural rules to delay votes. 2 (See page 960 for an excerpt from Dr. King’s “I Have a Dream” speech.)

**The Civil Rights Bill Becomes Law** Although the civil rights bill was likely to pass the House of Representatives, where a majority of Republicans and Northern Democrats supported the measure, it faced a much more difficult time in the Senate. There, a small group of determined senators would try to block the bill indefinitely.

In the U.S. Senate, senators are allowed to speak for as long as they like when a bill is being debated. The Senate cannot vote on a bill until all senators have finished speaking. A **filibuster** occurs when a small group of senators take turns speaking and refuse to stop the debate and allow a bill to come to a vote. Today a filibuster can be stopped if at least 60 senators vote for **cloture**, a motion which cuts off debate and forces a vote. In the 1960s, however, 67

## EXTENDING THE CONTENT

**Commitment to Nonviolence** Ralph Abernathy’s church and home were bombed shortly after Martin Luther King, Jr., had organized the Atlanta conference in January 1957. In the face of this and many other acts of violence, King and his followers stuck to their commitment to nonviolence.

### Student Edition TEKS

**ELA: Page 758:** Gr9/10/11: 6A, 8B, 19B, 20B; **Page 759:** Gr9/10/11: 10B



senators had to vote for cloture to stop a filibuster. This meant that a minority of senators opposed to civil rights could easily prevent the majority from enacting new civil rights laws.

Worried the bill would never pass, many African Americans became even more disheartened. Then President Kennedy was assassinated in Dallas, Texas, on November 22, 1963, and his vice president, Lyndon Johnson, became president. Johnson was from Texas and had been the leader of the Senate Democrats before becoming vice president. Although he had helped push the Civil Rights Acts of 1957 and 1960 through the Senate, he had done so by weakening their provisions and by compromising with other Southern senators.

To the surprise of the civil rights movement, Johnson committed himself wholeheartedly to getting Kennedy’s program, including the civil rights bill, through Congress. Unlike Kennedy, Johnson was very familiar with how Congress operated, having served there for many years. He knew how to build public support, how to put pressure on members of Congress, and how to use the rules and procedures to get what he wanted.

In February 1964, President Johnson’s leadership began to produce results. The civil rights bill passed the House of Representatives by a majority of 290 to 130. The debate then moved to the Senate. In June, after 87 days of filibuster, the Senate finally voted to end debate by a margin of 71 to 29—four votes over the two-thirds needed for cloture. On July 2, 1964, President Johnson signed the **Civil Rights Act of 1964** into law.

The Civil Rights Act of 1964 was the most comprehensive civil rights law Congress had ever enacted. It gave the federal government broad power to prevent racial discrimination in a number of areas. The law made segregation illegal in most places of public accommodation, and it gave citizens of all races and nationalities equal access to such facilities as restaurants, parks, libraries, and theaters. The law gave the attorney general more power to bring lawsuits to force school desegregation, and it required private employers to end discrimination in the workplace. It also established the **Equal Employment Opportunity Commission (EEOC)** as a permanent agency in the federal government. This commission monitors the ban on job discrimination by race, religion, gender, and national origin.

**Reading Check Examining** How did Dr. King lobby Congress to expand the right to participate in the democratic process?

## The Struggle for Voting Rights

Even after the Civil Rights Act of 1964 was passed, voting rights were far from secure. The act had focused on segregation and job discrimination, and it did little to address voting issues. The Twenty-fourth Amendment, ratified in 1964, helped somewhat by eliminating **poll taxes**, or fees paid in order to vote, in federal (but not state) elections. African Americans still faced hurdles, however, when they tried to vote. As the SCLC and SNCC stepped up their voter registration efforts in the South, their members were often attacked and beaten, and several were murdered.

Across the South, bombs exploded in African American businesses and churches. Between June and October 1964, arson and bombs destroyed 24 African American churches in Mississippi alone. Convinced that a new law was needed to protect African American voting rights, Dr. King decided to stage another dramatic protest.

**The Selma March** In January 1965, the SCLC and Dr. King selected Selma, Alabama, as the focal point for their campaign for voting rights. Although African Americans made up a majority of Selma’s

**Voting Rights** In the early 1960s, African Americans focused on increasing their political power.



**Creating a Poster** Have students create a poster highlighting one of the struggles of the civil rights movement. Have students decide on the message they want to convey and then select images and words that convey the message. **L2 US: 7A, 18A, 18B, 24B, 24G, 25C, 25D; ELA: Gr9/10/11: 1A, 1B, 4A–D, 4F, 21B, 21C**

### Reading Check

**Answer:** with the March on Washington and his speech at the Lincoln Memorial

## 3 ASSESS

Assign Section 2 Assessment as homework or as an in-class activity. **US: 25D; ELA: Gr9: 7I; Gr10/11: 7H**

Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

### Reading Essentials and Study Guide 24–2

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Study Guide**

Chapter 24, Section 2  
For use with textbook pages 753–760

**CHALLENGING SEGREGATION**

**KEY TERMS AND NAMES**

**Jesse Jackson** student leader in the sit-in movement to end segregation (page 754)  
**Ella Baker** executive director of the SCLC, who urged African American students to start their own organization (page 754)  
**Freedom Riders** teams of African Americans and white Americans who traveled through the South to draw attention to the South’s refusal to integrate bus terminals (page 755)  
**Filibuster** a tactic in which senators take turns speaking and refuse to stop the debate and allow a bill to come to a vote (page 758)  
**cloture** a motion which cuts off debate and forces a vote (page 758)  
**Civil Rights Act of 1964** law that made segregation illegal in most public places (page 759)

## COOPERATIVE LEARNING ACTIVITY

**Analyzing Nonviolent Resistance** Organize students into small groups and discuss the major events of the civil rights movement during the Kennedy and Johnson administrations. Ask if they think the nonviolent aspect of the movement helped or hindered success. In their analyses, have each group compare the results of early actions of the movement to those taken as the movement progressed. Have each group present its analysis to the class. To conclude, have the class as a whole come to a consensus on the effectiveness of nonviolent resistance. **US: 7A, 18A, 18B, 24B, 24G, 25C, 25D; ELA: Gr9/10: 16E; Gr11: 15E**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

### Student Edition TEKS

**US HISTORY: Page 758:** 1A, 7A, 7B, 18A, 24A, 25A; **Page 759:** 1A, 7A, 7C, 18A, 18B, 19A–C, 25A



# CHAPTER 24

## Section 2, 753–760

### Section Quiz 24–2

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

★ Chapter 24 Score \_\_\_\_\_

**Section Quiz 24-2**

**DIRECTIONS:** Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

<b>Column A</b>	<b>Column B</b>
1. when a small group of senators take turns speaking and refuse to stop the debate and allow a bill to come to vote	A. Fannie Lou Hamer
2. teams of African Americans and white Americans who traveled into the South to draw attention to the South's refusal to integrate bus terminals	B. filibuster
3. African American air force veterans who applied for a transfer to the University of Mississippi	C. "march for freedom"
4. former sharecropper and Student Nonviolent Coordinating Committee organizer	D. James Meredith
5. a march from Selma to Montgomery, Alabama, organized by Dr. King	E. Freedom Riders

### Reteach

Have students summarize the efforts to establish voting rights for African Americans. **US:** 6H, 7A, 7C, 7D, 18A, 18B; **ELA:** Gr9/10: 16E; Gr11: 15E

### Enrich

Invite interested students to locate photographs and artifacts from your community that illustrate "separate but equal." Encourage students to use museum, library, and Internet resources. **US:** 7A, 24A–D; **ELA:** Gr9/10/11: 13B, 13C

### Reading Check

**Answer:** It eliminated poll taxes in federal elections.

## 4 CLOSE

Have students evaluate the Civil Rights Act of 1964. **US:** 7A, 7C, 18A, 18B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

**Social Studies TAKS** tested at Grades 10/11: 1 Obj 3: US7B(11), US21A(11) 2 Obj 4: US7C(11) 3 Obj 4: US18B(11)

population, they comprised only 3 percent of registered voters. To prevent African Americans from registering to vote, Sheriff Jim Clark had deputized and armed dozens of white citizens. His posse terrorized African Americans and frequently attacked demonstrators with clubs and electric cattle prods.

Just weeks after receiving the Nobel Peace Prize in Oslo, Norway, for his work in the civil rights movement, Dr. King stated, "We are not asking, we are demanding the ballot." King's demonstrations in Selma led to more than 2,000 African Americans, including schoolchildren, being arrested by Sheriff Clark. Clark's men attacked and beat many of the demonstrators, and Selma quickly became a major story in the national news.

1 To keep pressure on the president and Congress to act, Dr. King joined with SNCC activists and organized a "march for freedom" from Selma to the state capitol in Montgomery, a distance of about 50 miles (80 km). On Sunday, March 7, 1965, the march began. The SCLC's Hosea Williams and SNCC's John Lewis led 500 protesters toward U.S. Highway 80, the route that marchers had planned to follow to Montgomery.

2 As the protesters approached the Edmund Pettus Bridge, which led out of Selma, Sheriff Clark ordered them to disperse. While the marchers kneeled in prayer, more than 200 state troopers and deputized citizens rushed the demonstrators. Many were beaten in full view of television cameras. This brutal attack, known later as "Bloody Sunday," left 50 African Americans hospitalized and many more injured.

3 The nation was stunned as it viewed the shocking footage of law enforcement officers beating peaceful demonstrators. Watching the events from the White House, President Johnson became furious. Eight

days later, he appeared before a nationally televised joint session of the legislature to propose a new voting rights law.

**The Voting Rights Act of 1965** On August 1, 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 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 had been allowed to vote.

The results were dramatic. By the end of the year, almost 250,000 African Americans had registered as new voters. The number of African American elected officials in the South also increased, from about 100 in 1965 to more than 5,000 in 1990.

2 The passage of the Voting Rights Act of 1965 marked a turning point in the civil rights movement. The movement had now achieved its two major legislative goals. Segregation had been outlawed, and new federal laws were in place to prevent discrimination and protect voting rights.

After 1965 the movement began to shift its focus. It began to pay more attention to the problem of achieving full social and economic equality for African Americans. As part of that effort, the movement turned its attention to the problems of African Americans trapped in poverty and living in ghettos in many of the nation's major cities.

**Reading Check Summarizing** How did the Twenty-fourth Amendment affect African American voting rights?

### TAKS Practice

## SECTION 2 ASSESSMENT

### Checking for Understanding

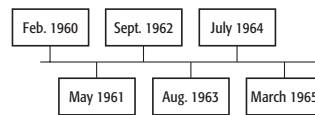
- Define:** Freedom Riders, filibuster, cloture, poll tax.
- Identify:** Jesse Jackson, Ella Baker, Civil Rights Act of 1964.
- Describe** the provisions of the Civil Rights Act of 1964 aimed at ending segregation and racial discrimination.

### Reviewing Themes

- Science and Technology** How did television help the civil rights movement?

### Critical Thinking

- Evaluating** How did protesting and lobbying lead to the passage of the Voting Rights Act of 1965?
- Sequencing** Use a time line like the one below to show relative chronology of events in the civil rights movement.



### Analyzing Visuals

- Examining Photographs** Study the photographs in this section. What elements of the photographs show the sacrifices African Americans made in the civil rights movement?

### Writing About History

- Descriptive Writing** Take on the role of a journalist for the student newspaper of a college in 1960. Write an article for the newspaper describing the sit-in movement taking place across the country.

760 CHAPTER 24 The Civil Rights Movement

## SECTION 2 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Jesse Jackson (p. 754), Ella Baker (p. 754), Civil Rights Act of 1964 (p. 759) **US:** 7B
- The act gave the federal government broad powers to prevent racial discrimination in a number of areas. **US:** 7C
- Television brought national attention to the civil rights movement. **US:** 22A
- Police resistance to peaceful protests, seen on TV, raised sympathy for the civil rights cause. **US:** 18A
- 1960: sit-ins in Greensboro; 1961: Freedom Riders; 1962: James Meredith enters the University of Mississippi; 1963: March on Washington; 1964: Civil Rights Act; 1965: Selma march **US:** 1B, 24B, 24C
- Photographs show the humiliations African Americans endured. **US:** 24B
- Students' articles will vary but must be historically accurate. **US:** 25D

### Student Edition TEKS

**ELA:** Page 760: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–E, 10A, 10B, 19B, 20B; Gr9: 7G, 7I; Gr10/11: 7F, 7H; Page 761: Gr9/10/11: 4D, 6A, 7D, 7F, 8B

# SECTION 3 New Issues

## Guide to Reading

### Main Idea

In the mid-1960s, civil rights leaders began to understand that merely winning political rights for African Americans would not address the problem of African Americans' economic status.

### Key Terms and Names

racism, Chicago Movement, Richard Daley, black power, Stokely Carmichael, Malcolm X, Black Panthers

### 1 Reading Strategy

**Organizing** As you read about the changing focus of the civil rights movement, complete a chart similar to the one below. Fill in five major violent events and their results.

Event	Result

### Reading Objectives

- **Describe** the division between Dr. Martin Luther King, Jr., and the black power movement.
- **Discuss** the direction and progress of the civil rights movement after 1968.

### Section Theme

**Civic Rights and Responsibilities** In the late 1960s, the civil rights movement tried to address the persistent economic inequality of African Americans.

### Preview of Events



## ★ An American Story ★

Thursday, July 12, 1965, was hot and humid in Chicago. That evening Dessie Mae Williams, a 23-year-old African American woman, stood on the corner near the firehouse at 4000 West Wilcox Street. A firetruck sped out of the firehouse, and the driver lost control. The truck smashed into a stop sign near Williams, and the sign struck and killed her.

African Americans had already picketed this firehouse because it was not integrated. Hearing of Williams's death, 200 neighborhood young people streamed into the street, surrounding the firehouse. For two nights, rioting and disorder reigned. Angry youths threw bricks and bottles at the firehouse and nearby windows. Shouting gangs pelted police with rocks and accosted whites and beat them. Approximately 75 people were injured.

African American detectives, clergy, and National Guard members eventually restored order. Mayor Richard Daley then summoned both white and black leaders to discuss the area's problems. An 18-year-old man who had been in the riot admitted that he had lost his head. "We're sorry about the bricks and bottles," he said, "but when you get pushed, you shove back. Man, you don't like to stand on a corner and be told to get off it when you got nowhere else to go."

—adapted from *Anyplace But Here*



Dr. Martin Luther King, Jr., marching with protesters in Chicago

## Problems Facing Urban African Americans

Civil rights leaders had made great progress in the decade following the Montgomery bus boycott, but full equality still eluded many African Americans. Until 1965 the civil rights movement had focused on ending segregation and restoring the voting rights of

# 1 FOCUS

## Section Overview

This section focuses on the attention paid by African American leaders to improving the economic status of African Americans.

## BELLINGER Skillbuilder Activity

- Project transparency and have students answer the question.
- Available as a blackline master.

## Daily Focus Skills Transparency 24–3

**Identifying Cause-and-Effect Relationships**

**CONDITIONS IN POOR URBAN NEIGHBORHOODS**

- Overcrowded and dirty
- Higher incidence of illness
- Higher infant mortality rate
- Higher crime rates
- Increased juvenile delinquency
- Higher student dropout rate
- More single-parent households

**Directions:** Answer the following questions based on the information at left.

**In 1965 nearly 70 percent of African Americans lived in large cities. Which of the following statements does NOT describe the effect living in inner cities had on African Americans?**

- F They experienced more illness and a higher infant mortality rate.
- G They experienced more crime.
- H They experienced clean, spacious communities.
- J They experienced higher school dropout rates and more juvenile delinquency.

## Guide to Reading

**Answers to Graphic:** *Event:* Dessie Mae Williams is killed, *Result:* riots; *Event:* Watts Riot, *Result:* Kerner Commission report on urban riots; *Event:* Malcolm X breaks with the Nation of Islam, *Result:* Malcolm X assassinated; *Event:* King supports strike by African American sanitation workers in Memphis, *Result:* King assassinated

### Preteaching Vocabulary

Have students scan the section to preview the Key Terms and Names.  
**US: 25A**

## Student Edition TEKS

**US HISTORY:** Page 760: 1A, 1B, 7A–D, 18A, 18B, 21A, 22A, 24B, 25A, 25C, 25D; Page 761: 1A, 1B, 7A, 24B, 25A, 25C



## SECTION RESOURCES

### Reproducible Masters

- Reproducible Lesson Plan 24–3
- Daily Lecture and Discussion Notes 24–3
- Guided Reading Activity 24–3
- Section Quiz 24–3
- Reading Essentials and Study Guide 24–3
- Supreme Court Case Studies

### Transparencies

- Daily Focus Skills Transparency 24–3

### Multimedia

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Audio Program



2 TEACH

Daily Lecture and Discussion Notes 24–3

Daily Lecture and Discussion Notes  
Chapter 24, Section 3

**Did You Know?** Kwanzaa—a seven-day celebration of African American culture, was first developed in 1966 in the United States by Maulana Karenga. This holiday was developed in reaction to the 1965 riots in the Los Angeles neighborhood of Watts. Karenga hoped that Kwanzaa, which begins on December 26, would replace anger and rage with black pride.

**I. Problems Facing Urban African Americans** (pages 761–763)  
A. Even after the passage of civil rights laws in the 1950s and 1960s, racism, or prejudice or discrimination toward someone because of their race, was common. The civil rights movement had resulted in many positive gains for African Americans, but their eco-

**Summarizing Concepts** Discuss with students the discontent among many African Americans. Then have them summarize in a list the tactics used by groups such as SNCC, CORE, and the Black Panthers. Discuss as a class the effect of these tactics on the attitudes of white Americans.

**L1 ELL US:** 7A, 8A, 14D, 18A, 18B, 21A, 24B



**CURRICULUM CONNECTION**

**Art** Many African American artists used African motifs in their creations, which often expressed outrage with society or portrayed scenes from African American history. An example is *Wall of Love* by William Walker.



**Analyzing Political Cartoons**

**Answer:** Allegations of police brutality sparked the riots.

**Ask:** What symbol does the cartoon use to highlight the problems of riots, tension, and racial violence in cities? (mines)



**Student Edition TEKS**

**ELA:** Page 762: Gr9/10/11: 6A, 10B; Page 763: Gr9/10/11: 10B, 19B, 20B

African Americans in the South. These were goals that could be achieved through court decisions and by convincing Congress to pass new laws.

Despite the passage of several civil rights laws in the 1950s and 1960s, **racism**—prejudice or discrimination toward someone because of his or her race—was still common in American society. Changing the law could not change people’s attitudes immediately, nor could it help those African Americans trapped in poverty in the nation’s big cities.

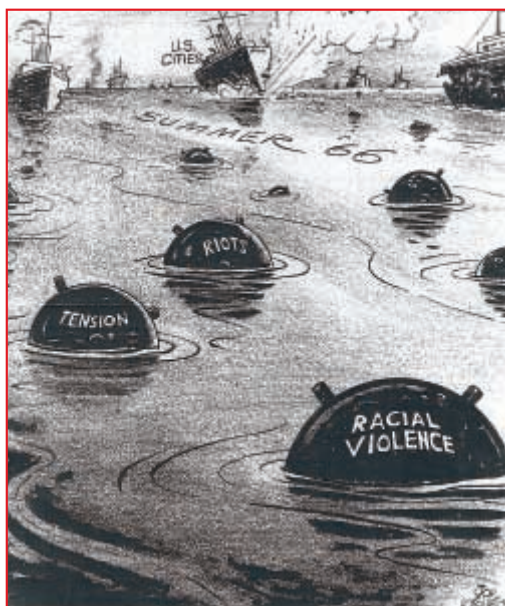
In 1965 nearly 70 percent of African Americans lived in large cities. Many had moved from the South to the big cities of the North and West during the Great Migration of the 1920s and 1940s. There, they often found the same prejudice and discrimination that had plagued them in the South. Many whites refused to live with African Americans in the same neighborhood. When African Americans moved into a neighborhood, whites often moved out. Real estate agents and landlords in white neighborhoods refused to rent or sell to African Americans, who often found it difficult to arrange for mortgages at local banks.

Even if African Americans had been allowed to move into white neighborhoods, poverty trapped many of them in inner cities while whites moved to

the suburbs. Many African Americans found themselves channeled into low-paying jobs. They served as custodians and maids, porters and dock workers, with little chance of advancement. Those who did better typically found employment as blue-collar workers in factories, but very few advanced beyond that. In 1965 only 15 percent of African Americans held professional, managerial, or clerical jobs, compared to 44 percent of whites. Half of all African American families lived in poverty, and the average income of an African American family was half that of the average white family. Unemployment among African Americans was typically twice that among whites.

Poor neighborhoods in the nation’s major cities were overcrowded and dirty, leading to higher rates of illness and infant mortality. At the same time, the crime rate increased in the 1960s, particularly in low-income neighborhoods. Incidents of juvenile delinquency rose, as did the rate of young people dropping out of school. Complicating matters even more was a rise in the number of single-parent households. All poor neighborhoods suffered from these problems, but because more African Americans lived in poverty, their communities were disproportionately affected.

Many African Americans living in urban poverty knew the civil rights movement had made enormous gains, but when they looked at their own circumstances, nothing seemed to be changing. The movement had raised their hopes, but their everyday problems were economic and social, and therefore harder to address. As a result, their anger and frustration at their situation began to rise—until it finally erupted.



**Analyzing Political Cartoons**

**1** **“Perilous Going”** This political cartoon highlights the problems that American cities were experiencing in the mid-1960s. **Why did riots break out in the Los Angeles neighborhood of Watts?**

**The Watts Riot** Just five days after President Johnson signed the Voting Rights Act, a race riot broke out in Watts, an African American neighborhood in Los Angeles. Allegations of police brutality had served as the catalyst of this uprising, which lasted for six days and required over 14,000 members of the National Guard and 1,500 law officers to restore order. Rioters burned and looted entire neighborhoods and destroyed nearly \$30 million in property. They killed 34 people, and about 900 suffered injuries.

More rioting was yet to come. Race riots broke out in dozens of American cities between 1965 and 1968. It seemed that they could explode at any place and at any time. The worst riot took place in Detroit in 1967. Burning, looting, and skirmishes with police and National Guard members resulted in 43 deaths and over 1,000 wounded. Eventually the U.S. Army sent in tanks and soldiers armed with machine guns to get control of the situation. Nearly 4,000 fires destroyed

**COOPERATIVE LEARNING ACTIVITY**

**Discussing Forms of Protest** To review the civil rights movement as it progressed in the 1960s, ask students to count off from 1 to 5 to determine which of the following topic groups they will join: (1) student sit-ins; (2) SCLC marches; (3) speeches by Stokely Carmichael; (4) Freedom Rides; (5) speeches by Malcolm X. Within each group, ask volunteers to take on the tasks of explaining the form of protest, why it was chosen, where it was used, and what results it produced. Have each group prepare a presentation for the entire class. **US:** 7A, 24B, 24G, 25C, 25D; **ELA:** Gr9/10: 16E; Gr11: 15E

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.



1,300 buildings, and the damage in property loss was estimated at \$250 million. The governor of Michigan, who viewed the smoldering city from a helicopter, remarked that Detroit looked like “a city that had been bombed.”

**GOVERNMENT**

**The Kerner Commission**

In 1967 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 and to make recommendations to prevent them from happening again in the future. The **Kerner Commission**, as it became known, conducted a detailed study of the problem. The commission blamed white society and white racism for the majority of the problems in the inner city. “Our nation is moving toward two societies, one black, one white—separate and unequal,” it concluded.

The commission recommended the creation of 2 million new jobs in the inner city, the construction of 6 million new units of public housing, and a renewed federal commitment to fight de facto segregation. President Johnson’s war on poverty, however, which addressed some of the same concerns for inner-city jobs and housing, was already underway. Saddled with massive spending for the Vietnam War, however, President Johnson never endorsed the recommendations of the commission.

**1** **Reading Check Explaining** What was the federal government’s response to the race riots in Los Angeles and Detroit?

**The Shift to Economic Rights**

By the mid-1960s, a number of African American leaders were becoming increasingly critical of Martin Luther King’s nonviolent strategy. They felt it had failed to improve the economic position of African Americans. What good was the right to dine at restaurants or stay at hotels if most African Americans could not afford these services anyway? Dr. King became sensitive to this criticism, and in 1965 he began to focus on economic issues.

In 1966 the Reverend Albert Raby, president of a council of community organizations that worked to



**Picturing History**

**Anger in Chicago** When Dr. King refocused the civil rights movement on the North, some white Americans protested. **What did King do to draw attention to slum conditions in Chicago?**

improve conditions for Chicago’s poor, invited Dr. King to visit the city. Dr. King and his staff had never conducted a civil rights campaign in the North. By focusing on the problems that African Americans faced in Chicago, Dr. King believed he could call greater attention to poverty and other racial problems that lay beneath the urban race riots.

To call attention to the deplorable housing conditions that many African American families faced, Dr. King and his wife Coretta moved into a slum apartment in an African American neighborhood in Chicago. Dr. King and the SCLC hoped to work with local leaders to improve the economic status of African Americans in Chicago’s poor neighborhoods.

The **Chicago Movement**, however, made little headway. When Dr. King led a march through the all-white suburb of Cicero to demonstrate the need for open housing, he was met by angry white mobs similar to those in Birmingham and Selma. Mayor **Richard Daley** ordered the Chicago police to protect the marchers, but he wanted to avoid any repeat of the violence. He met with Dr. King and proposed a new program to clean up the slums. Associations of realtors and bankers also agreed to promote open housing. In theory, mortgages and rental property would be available to everyone, regardless of race. In practice, very little changed.

**2** **Reading Check Describing** How did Dr. King and SCLC leaders hope to address economic concerns?

**Guided Reading Activity 24–3**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**★ Guided Reading Activity 24-3**

**DIRECTIONS:** Reading Who, What, When, Where, Why, and How Read the section and answer the questions below. Refer to your textbook to write the answers.

1. Where did nearly 70 percent of African Americans live in 1965? \_\_\_\_\_
2. What was the economic situation of African Americans in 1965? \_\_\_\_\_
3. Why did the civil rights movement not help many African Americans who lived in urban poverty? \_\_\_\_\_
4. Where was the worst riot in the 1960s, and what were the results? \_\_\_\_\_
5. What were the recommendations of the Kerner Commission? \_\_\_\_\_
6. Why did President Johnson never endorse the recommendations of the Kerner Commission? \_\_\_\_\_

**Reading Check**

**Answer:** United States Army troops were deployed, and the Kerner Commission recommended reforms to prevent further riots.

**Picturing History**

**Answer:** King and his wife moved into a slum apartment in Chicago.

**Ask:** **Why did whites protest when the civil rights movement moved to the North?** (There was prejudice and racism in the North.)

**Reading Check**

**Answer:** by meeting with local leaders to discuss housing and economic reforms

**Writing an Article** Have students research the Watts riot using library and Internet resources. Then have them write a headline and a brief newspaper article describing the riot.

**US:** 7A, 24A–D, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 13B, 13C

**Use the rubric for a magazine/newspaper/Web site article or help-wanted ad on pages 75–76 in the Performance Assessment Activities and Rubrics.**

**Student Edition TEKS**

**US HISTORY:** Page 762: 1A, 7A, 18A, 24B, 25A; Page 763: 1A, 7A–C, 14D, 21A

**MEETING SPECIAL NEEDS**

**Linguistic/Verbal** Form volunteers into two groups to conduct a debate. Ask one group to present arguments supporting African American nationalism, the other opposing it. Give students time to consider their arguments. Have each side present its views to the class. Make sure each side presents evidence to support its views. As the students discuss the pros and cons of African American nationalism, encourage the class to reach a consensus. **L2 US:** 24G, 25D

**Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.**

# CHAPTER 24

## Section 3, 761–766

**Conducting an Interview** Have students draw up questions in order to conduct an interview with someone who lived through or participated in the civil rights movement. Help students prepare questions that will get the interviewee to tell how his or her life changed as a result of the civil rights movement. Have students conduct the interviews and then present their findings to the class. Discuss how the interviews add to the information in the text. **L3 US: 7A, 18A, 18B, 21A, 24B, 25C, 25D; ELA: Gr9/10: 16E; Gr11: 15E**

Use the rubric for an interview on pages 83–84 in the *Performance Assessment Activities and Rubrics*.

Use *Supreme Court Case Study 30, Yates v. United States*.

### Picturing History

**Background:** Because they were treated as property, very few enslaved people had last names. If they did have a last name, it was often the name of their slaveholder. Members of the Nation of Islam adopted the “X” to eliminate the historical ties to their enslaved past.

**Answer:** The X was a symbol for the family name of his African ancestors.

**Ask: What belief did Malcolm X share with Marcus Garvey? (Both believed that African Americans should form their own self-governing communities; Malcolm X later abandoned separatism.)**

### Student Edition TEKS

**ELA: Page 764:** Gr9/10/11: 6A, 8B, 19B, 20B; **Page 765:** Gr9/10/11: 8B, 10B, 19B, 20B

## Black Power

Dr. King’s failure in Chicago seemed to show that nonviolent protests could do little to change economic problems. After 1965 many African Americans, especially young people living in cities, began to turn away from King. Some leaders called for more aggressive forms of protest. Their new strategies ranged from armed self-defense to the suggestion that the government set aside a number of states where African Americans could live free from the presence of whites.

As African Americans became more assertive, they placed less emphasis on cooperation with sympathetic whites in the civil rights movement. **1** Some African American organizations, including CORE and SNCC, voted to expel all whites from leadership positions within their organizations, believing that African Americans alone should determine the course and direction of their struggle.

Many young African Americans called for **black power**, a term that had many different meanings. A few interpreted black power to mean that physical self-defense and even violence were acceptable in defense of one’s freedom—a clear rejection of Dr. King’s philosophy. To most, including **Stokely Carmichael**, the leader of SNCC in 1966, the term meant that African Americans should control the social, political, and economic direction of their struggle. **2**

“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. . . . Black people must do things for themselves; they must get . . . money they will control and spend themselves; they must conduct tutorial programs themselves so that black children can identify with black people.”

—from the *New York Review of Books*,  
September 1966

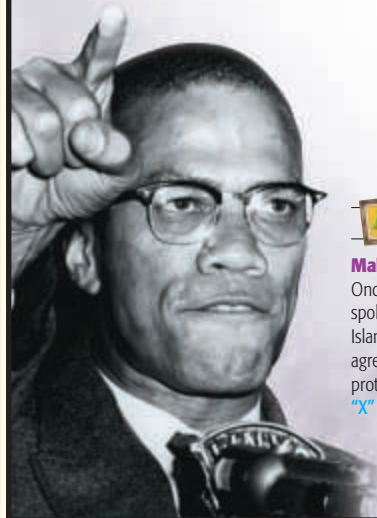
Black power also stressed pride in the African American cultural group. It emphasized racial distinctiveness rather than **cultural assimilation**—the process by which minority groups adapt to the dominant culture in a society. African Americans showed pride in their racial heritage by adopting new Afro hairstyles and African-style clothing. Many also took on African names. In universities, students demanded that African and African American Studies courses be adopted as part of the standard school curriculum. Dr. King and some other leaders criticized black power as a philosophy of hopelessness and despair. The idea was very popular, however, in the poor urban neighborhoods where many African Americans resided.

**Malcolm X and the Nation of Islam** By the early 1960s, a man named **Malcolm X** had become a symbol of the black power movement that was sweeping the nation. Born Malcolm Little in Omaha, Nebraska, he experienced a difficult childhood and adolescence. He drifted into a life of crime, and in 1946, he was convicted of burglary and sent to prison for six years.

Prison transformed Malcolm. He began to educate himself, and he played an active role in the prison debate society. Eventually he joined the **Nation of Islam**, commonly known as the Black Muslims, who were led by Elijah Muhammad. Despite their name, the Black Muslims do not hold the same beliefs as mainstream Muslims. The Nation of Islam preached black nationalism. Like Marcus Garvey in the 1920s, Black Muslims believed that African Americans should separate themselves from whites and form their own self-governing communities.

Shortly after joining the Nation of Islam, Malcolm Little changed his name to Malcolm X. The “X” stood as a symbol for the family name of his African ancestors who had been enslaved. Malcolm argued that his true family name had been stolen from him by slavery, and he did not intend to use the name white society had given him.

The Black Muslims viewed themselves as their own nation and attempted to make themselves as economically self-sufficient as possible. They ran their own businesses, organized their own schools, established



### Picturing History

#### Malcolm X Makes His Point

Once the most visible spokesperson for the Nation of Islam, Malcolm X originally disagreed with Dr. King’s passive protest tactics. **What did the “X” in his name symbolize?**

## INTERDISCIPLINARY CONNECTIONS ACTIVITY

**Citizenship** Have students work in pairs to read about and find photo images of one of the radical African American groups such as the Black Panther Party or the Nation of Islam. Have the pairs create a photo essay of their chosen group. Tell students that the essay should involve photos and descriptive captions that give readers insight into the goals of the organization and motives for specific actions. **L2 US: 7A, 14D, 18A, 18B, 21A, 24B, 25C, 25D; ELA: Gr9/10/11: 1A, 1B, 13B, 13C, 21B, 21C**



their own weekly newspaper (*Muhammad Speaks*), and encouraged their members to respect each other and to strengthen their families. Although the Black Muslims did not advocate violence, they did advocate self-defense. Malcolm X was a powerful and charismatic speaker, and his criticisms of white society and the mainstream civil rights movement gained national attention for the Nation of Islam.

1 By 1964 Malcolm X had broken with the Black Muslims. Discouraged by scandals involving the Nation of Islam’s leader, he went to the Muslim holy city of Makkah (also called Mecca) in Saudi Arabia. After seeing Muslims from many different races worshipping together, he concluded that an integrated society was possible. In a revealing letter describing his pilgrimage to Makkah, he stated that many whites that he met during the pilgrimage displayed a spirit of brotherhood that gave him a new, positive insight into race relations.

After Malcolm X broke with the Nation of Islam, he continued to criticize the organization and its leader, Elijah Muhammad. Because of this, three organization members shot and killed him in February 1965 while he was giving a speech in New York. Although Malcolm X left the Nation of Islam before his death, his speeches and ideas from those years with the Black Muslims are those for which he is most remembered. In Malcolm’s view, African Americans may have been victims in the past, but they did not have to allow racism to victimize them in the present. His ideas have influenced African Americans to take pride in their own culture and to believe in their ability to make their way in the world.

1

**The Black Panthers** Malcolm X’s ideas influenced a new generation of militant African American leaders who also preached black power, black nationalism, and economic self-sufficiency. In 1966 in Oakland, California, Huey Newton, Bobby Seale, and Eldridge Cleaver organized the Black Panther Party for Self-Defense, or the **Black Panthers**, as they were known. They considered themselves the heirs of Malcolm X, and they recruited most of their members from poor urban communities across the nation.

1 The Black Panthers believed that a revolution was necessary in the United States, and they urged African Americans to arm themselves and confront white society in order to force whites to grant them equal rights. Black Panther leaders adopted a “Ten-Point Program,” which called for black empowerment, an end to racial oppression, and control of major institutions and services in the African American community, such as schools, law enforcement, housing, and medical



**Picturing History**

**Black Power** U.S. athletes Tommie Smith and John Carlos give the black power salute during the medal ceremony at the 1968 Olympic Games in Mexico City. How did black power supporters demonstrate their belief in the movement?

facilities. **Eldridge Cleaver**, who served as the minister of culture, articulated many of the organization’s objectives in his 1967 best-selling book, *Soul on Ice*.

2 **Reading Check** **Describing** What caused a division between Dr. Martin Luther King, Jr., and the black power movement?

**The Assassination of Martin Luther King, Jr.**

By the late 1960s, the civil rights movement had fragmented into dozens of competing organizations with philosophies for reaching equality. At the same time, the emergence of black power and the call by some African Americans for violent action angered many white civil rights supporters. This made further legislation to help blacks economically less likely.

3 In this atmosphere, Dr. King went to Memphis, Tennessee, to support a strike of African American sanitation workers in March 1968. At the time, the SCLC had been planning a national “Poor People’s Campaign” to promote economic advancement for

**Picturing History**

**Answer:** They gave this same black power salute by raising a clenched fist.

**Reading Check**

**Answer:** King was nonviolent; the black power movement advocated aggressive self-defense, even violence.

**Understanding Relative Chronology** Have students create a fact sheet tracing the changing tactics of the civil rights movement. **L2 US:** 1A, 6H, 7A, 18A, 18B, 21A; **ELA:** Gr9/10/11: 4D

**3 ASSESS**

Assign Section 3 Assessment as homework or as an in-class activity. **US:** 25D; **ELA:** Gr9: 7I; Gr10/11: 7H

4 Have students use the **Interactive Tutor Self-Assessment CD-ROM**.

**Reading Essentials and Study Guide 24–3**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Study Guide**

Chapter 24, Section 3  
For use with textbook pages 761–766

**NEW ISSUES**

**KEY TERMS AND NAMES**

**racism** prejudice or discrimination toward someone because of his or her race (page 762)

**Chicago Movement** a plan by Martin Luther King, Jr., and other civil rights leaders to improve the economic conditions of African Americans in Chicago’s poor neighborhoods (page 763)

**Richard Daley** the mayor of Chicago (page 763)

**black power** a movement that called for African American control of the social, political, and economic direction of the struggle for equality and crossed pride in the African American cultural group (page 764)

**Stokely Carmichael** the leader of the SNCC in 1966 (page 764)

**Malcolm X** the most visible spokesperson of the Black Power movement (page 764)

**CRITICAL THINKING ACTIVITY**

**Analyzing Concepts** Ask students to consider the following questions and write their thoughts and responses on a sheet of paper. **Is violence in self-defense, or in response to violence, justifiable? Is nonviolent civil disobedience an effective strategy for attaining full equality?** After students have had a chance to write down their thoughts, conduct a class discussion about the differences between violent and nonviolent protests. Encourage students to share differing views as they explore these complex concepts. **L2 US:** 24B, 24G, 25C, 25D; **ELA:** Gr9/10/11: 1A, 1B; Gr9/10: 16E; Gr11: 15E

**Student Edition TEKS**

**US HISTORY:** Page 764: 1A, 7A, 7B, 7D, 14D, 25A; Page 765: 1A, 7A, 7B, 20A, 21A



# CHAPTER 24

## Section 3, 761–766

### Section Quiz 24–3

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

★ Chapter 24 Score \_\_\_\_\_

**Section Quiz 24-3**  
**DIRECTIONS:** Matching Match each item in Column A with the items in Column B. Write the correct letters in the blanks. (10 points each)

Column A	Column B
1. to most African Americans, this term meant they should control the social, political, and economic direction of their struggle for equality	A. black power
2. prejudice toward someone because of their race	B. Reverend Ralph Abernathy
3. the philosophy of incorporating different racial or cultural groups into the dominant society	C. Watts
4. an African American neighborhood in Los Angeles where a race riot broke out	D. racism
5. trusted assistant to Dr. King who led the Poor People's Campaign in King's absence	E. cultural assimilation

### Picturing History

**Answer:** to support a strike by African American sanitation workers

### Reteach

Have students describe the division between Dr. Martin Luther King, Jr., and the black power movement. **US:** 6H, 7A, 7B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

### Enrich

Have interested students write a paragraph explaining why the Kerner Commission was largely ignored. **US:** 7A, 24A–D, 24G, 25A–D; **ELA:** Gr9/10/11: 1A, 1B, 13B

### Reading Check

**Answer:** The Poor People's Campaign promoted economic advancement for all impoverished Americans.

## 4 CLOSE

Have students discuss the direction and progress of the civil rights movement after 1968. **US:** 6H, 7A, 18A, 18B, 21A, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E

### Student Edition TEKS

**ELA: Page 766:** Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B–D, 10A, 10B, 13C; Gr9: 7G, 7I; Gr10/11: 7F, 7H; **Page 767:** Gr9/10/11: 4C, 13B



### Picturing History

**Atlanta Mourns Martin Luther King, Jr.** The nation joined Coretta Scott King (right) in sorrow following the assassination of her husband in 1968. **Why was King in Memphis at the time of his death?**

1 all impoverished Americans. The purpose of this campaign, the most ambitious one that Dr. King would ever lead, was to lobby the federal government to commit billions of dollars to end poverty and unemployment in the United States. People of all races and nationalities were to converge on the nation's capital, as they had in 1963 during the March on Washington, where they would camp out until both Congress and President Johnson agreed to pass the requested legislation to fund the proposal.

On the evening of April 4, 1968, as he stood on his hotel balcony in Memphis, Dr. King was assassinated by a sniper. Ironically, he had told a gathering at a local African American church just the previous night, "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 assassination touched off both national mourning and riots in more than 100 cities, including Washington, D.C. The Reverend **Ralph Abernathy**, who had served as a trusted assistant to Dr. King for many years, led the Poor People's Campaign in King's absence. The demonstration, however, did not achieve any of the major objectives that either King or the SCLC had hoped it would.

2 In the wake of Dr. King's death, Congress passed the Civil Rights Act of 1968. The act contained a fair housing provision outlawing discrimination in housing sales and rentals and gave the Justice Department authority to bring suits against such discrimination.

Dr. King's death marked the end of an era in American history. Although the civil rights movement continued, it lacked the unity of purpose and vision that Dr. King had given it. Under his leadership, and with the help of tens of thousands of dedicated African Americans, many of whom were students, the civil rights movement transformed American society. Although many problems remain to be resolved, the achievements of the civil rights movement in the 1950s and 1960s dramatically improved life for African Americans, creating new opportunities where none had existed before.

**Reading Check Summarizing** What were the goals of the Poor People's Campaign?

### TAKS Practice

## SECTION 3 ASSESSMENT

### Checking for Understanding

- Define:** racism, black power.
- Identify:** Chicago Movement, Richard Daley, Stokely Carmichael, Malcolm X, Black Panthers.
- Explain** the goals of the Nation of Islam in the 1960s.
- Summarize** the findings of the Kerner Commission.

### Reviewing Themes

- Civic Rights and Responsibilities**  
How was the Civil Rights Act of 1968 designed to help end discrimination?

### Critical Thinking

- Identifying Cause and Effect** What were the effects of the assassination of Dr. Martin Luther King, Jr.?
- Categorizing** Using a graphic organizer like the one below, list the main views of the three leaders listed.

Leader	Views
Dr. Martin Luther King, Jr.	
Malcolm X	
Eldridge Cleaver	

### Analyzing Visuals

- Analyzing Political Cartoons** The cartoon on page 762 suggests that the violence of the mid-1960s was as bad as the violence of the Vietnam War going on at the same time. What images does the cartoonist use to compare violence at home with the violence of the war?

### Writing About History

- Expository Writing** Take on the role of a reporter in the late 1960s. Imagine you have interviewed a follower of Dr. King and a Black Panther member. Write out a transcript of each interview.

## SECTION 3 ASSESSMENT ANSWERS

- Terms are in blue. **US:** 25A
- Chicago Movement (p. 763), Richard Daley (p. 763), Stokely Carmichael (p. 764), Malcolm X (p. 764), Black Panthers (p. 765) **US:** 7B
- It wanted separate self-governing communities for African Americans. **US:** 7A
- It blamed racism for inner-city problems and urged job and housing programs. **US:** 7C
- by outlawing housing discrimination **US:** 7A, 7C, 24B
- It touched off both national mourning and riots; the Civil Rights Act of 1968 was passed. **US:** 7B, 24B, 25C
- King: nonviolent protest; Malcolm X: self-defense and separatism; Cleaver: revolution **US:** 7B, 24B
- the ocean ships, floating mines **US:** 7A
- Students' articles will vary but should be written as if a reporter were describing an interview.



# Study and Writing SKILLBUILDER

## Preparing a Bibliography

### Why Learn This Skill?

When you write research reports, you should include a list of the sources used to find your information. This list, called a *bibliography*, allows you to credit the sources you cited and supports the report's accuracy.

### Learning the Skill

A bibliography is a list of sources used in a research report. These sources include books; articles from newspapers, magazines, and journals; interviews; and other sources.

There are two main reasons to write a bibliography. First, those who read your report may want to learn more about the topic. Second, a bibliography supports the reliability of your report.

A bibliography follows an established format. The entry for each source contains all the information needed to find that source, including the author, title, page numbers, publisher information, and publication date. You should document this information as you carry out your research. If you neglect this step early in your research, you must locate your sources again in order to credit them in your report.

You should arrange bibliographic entries alphabetically by the author's last name. The following are acceptable formats, followed by sample entries. Note that all lines after the first line are indented.

#### Books:

Author's last name, first name. *Full Title*. Place of publication: publisher, copyright date.

Hay, Peter. *Ordinary Heroes: The Life and Death of Chana Szenes, Israel's National Heroine*. New York: Paragon House, 1986.

#### Articles:

Author's last name, first name. "Title of Article." *Name of Periodical* in which article appears, volume number (date of issue): page numbers.

Watson, Bruce. "The New Peace Corps in the New Kazakhstan." *Smithsonian*, Vol. 25 (August 1994): pp. 26–35.

#### Other Sources:

For other kinds of sources, adapt the format for book entries as needed.

### Practicing the Skill

Review the sample bibliography below from a report on Martin Luther King, Jr. Then answer the questions that follow.

Patrick, Diane. *Martin Luther King, Jr.* New York: Franklin Watts, 1990.

Franklin, John H. "Jim Crow Goes to School: The Genesis of Legal Segregation in Southern Schools." *South Atlantic Quarterly*, 57 (1956): pp. 225–235.

Washington, James Melvin, ed. *A Testament of Hope: The Essential Writings of Martin Luther King, Jr.* San Francisco: Harper & Row.

King, Jr., Martin Luther. Time for Freedom has Come. *New York Times Magazine* (Sept. 10, 1961).

- 1 Are the bibliography entries in the correct order? Why or why not?
- 2 What is missing from the second book listing?
- 3 What features are missing from the second article listing?

### Skills Assessment

Complete the Practicing Skills questions on page 769 and the Chapter 24 Skill Reinforcement Activity to assess your mastery of this skill.

### Applying the Skill

**Preparing a Bibliography** Put together a bibliography of at least five sources that you could use for a report on the civil rights movement. Include books, periodicals, and any other sources you wish.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 2**, provides instruction and practice in key social studies skills.

# Study and Writing Skills SKILLBUILDER

## TEACH

### Preparing a Bibliography

Provide students with information about acceptable styles for a bibliography for this class. Point out that while there is more than one acceptable format, a teacher, department, or school often selects one style to be used by all students. This is also common at the college level and in the business world.

## Additional Practice

### Reinforcing Skills Activity 24

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

#### Reinforcing Skills Activity 24

#### Preparing a Bibliography

##### LEARNING THE SKILL

A bibliography is a list of the resources used in writing a report. It establishes the reliability of your research and helps those who read your report to know where to find more information on your topic. Bibliographies follow an established format. Entries are listed in alphabetical order and include the author, title, publisher information, publication date, and page numbers. Sample entries are shown below.

**Books:**  
Hay, Peter. *Ordinary Heroes: The Life and Death of Chana Szenes, Israel's National Heroine*. New York: Paragon House, 1986.

**Articles:**  
Watson Bruce. "The New Peace Corps in the New Kazakhstan." *Smithsonian*, Vol. 25 (August 1994): pp. 26–35.

## GLENCOE TECHNOLOGY



**CD-ROM**  
**Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2**

This interactive CD-ROM reinforces student mastery of essential social studies skills.

## ANSWERS TO PRACTICING THE SKILL

- 1 No, they should be in alphabetical order using the last name of each author.
- 2 publication date
- 3 quotes around the title of the article, and italics for the *New York Times Magazine*

### Applying the Skill

Students' bibliographies will vary. Students should follow the guidelines on this page or other guidelines you provide.



## Student Edition TEKS

**US HISTORY: Page 766:** 1A, 7A–D, 14D, 21A, 24B, 25A, 25C;  
**Page 767:** 1A, 24A, 25D



**GLENCOE**  
TECHNOLOGY

**MindJogger Videoquiz**

Use the **MindJogger Videoquiz** to review Chapter 24 content.



Available in VHS

**Reviewing Key Terms**

Students' answers will vary. The pages where the words appear in the text are shown in parentheses.

1. **separate-but-equal** (p. 747)
2. **de facto segregation** (p. 747)
3. **sit-in** (p. 748)
4. **Freedom Riders** (p. 755)
5. **filibuster** (p. 758)
6. **cloture** (p. 758)
7. **poll tax** (p. 759)
8. **racism** (p. 762)
9. **black power** (p. 764)

US: 25A; ELA: Gr9/10/11: 6A

**Reviewing Key Facts**

10. NAACP (p. 747), Thurgood Marshall (p. 748), Linda Brown (p. 748), Martin Luther King, Jr. (p. 749), Southern Christian Leadership Conference (p. 750), Jesse Jackson (p. 754), Chicago Movement (p. 763), Stokely Carmichael (p. 764), Malcolm X (p. 764) **US: 7B**
11. Rosa Parks's arrest led to the bus boycott. **US: 7A**
12. It was the first case in which the Court found segregation to be unconstitutional. **US: 17A**
13. It worked for desegregation of public facilities and voter registration. **US: 7A, 18A**
14. It sent in National Guard and U.S. Army troops, and appointed the Kerner Commission. **US: 7C**
15. It moved from focusing on ending segregation to focusing on full social and economic equality. It also moved from nonviolent resistance to militancy. **US: 7A**

CHAPTER  
**24** ASSESSMENT and ACTIVITIES

**Reviewing Key Terms**

On a sheet of paper, use each of these terms in a sentence.

1. **separate-but-equal**
2. **de facto segregation**
3. **sit-in**
4. **Freedom Riders**
5. **filibuster**
6. **cloture**
7. **poll tax**
8. **racism**
9. **black power**

**Reviewing Key Facts**

10. **Identify:** NAACP, Thurgood Marshall, Linda Brown, Martin Luther King, Jr., Southern Christian Leadership Conference, Jesse Jackson, Chicago Movement, Stokely Carmichael, Malcolm X.
11. What event led to the bus boycott in Montgomery, Alabama?

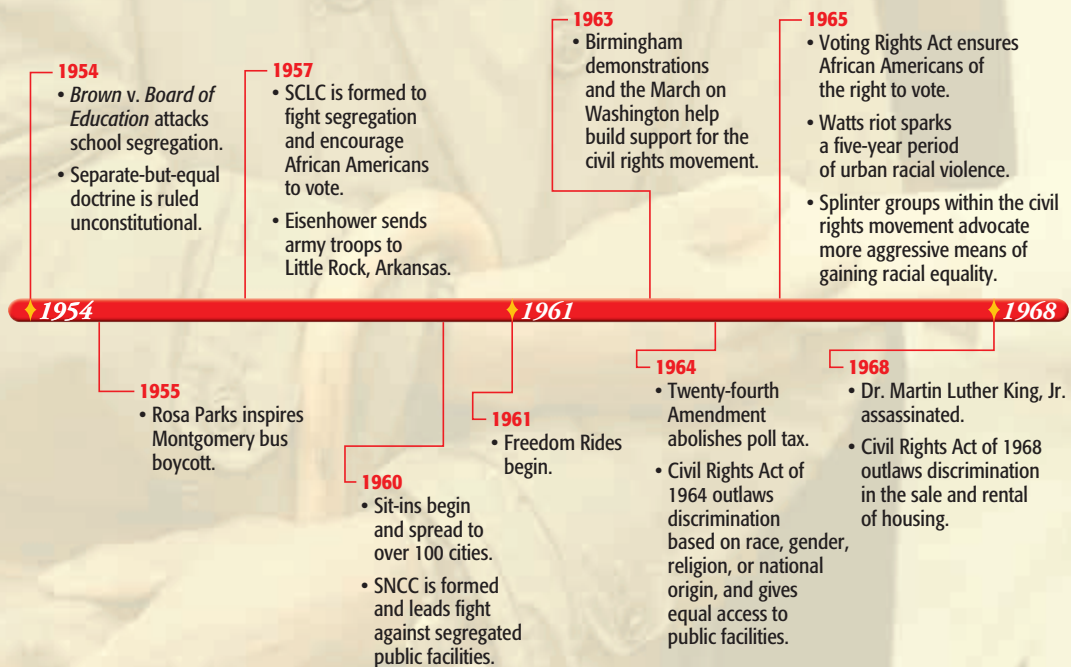
12. Why was the decision in *Brown v. Board of Education* a significant step toward ending segregation?
13. What was the role of SNCC in the civil rights movement?
14. How did the government react to race riots in cities such as Los Angeles and Detroit?
15. What were two changes in the focus of the civil rights movement in the mid-1960s?

**Critical Thinking**

16. **Analyzing Themes: Civic Rights and Responsibilities** Do you agree with the viewpoint of Dr. Martin Luther King, Jr., or with that of the Black Panthers concerning the civil rights movement? Explain your answer.
17. **Evaluating** Why did the civil rights movement make fewer gains after 1968?

**Chapter Summary**

**Major Events in Civil Rights Movement**



**Critical Thinking**

16. Students' answers will vary. Students should refer to the results and reactions in this chapter in discussing their opinions. **US: 7B, 24B, 24G**
17. After Martin Luther King, Jr., was assassinated, the movement fragmented; also, economic gains were harder to win. **US: 7A, 18B**

18. It was a nonviolent protest that offered immediate results and gained sympathy from many people in the nation. **US: 7A, 24B; ELA: Gr9: 7H; Gr10/11: 7G**
19. Civil Rights Act of 1957: created the civil rights division of the Department of Justice to support the right to vote, created the United States Commission of Civil Rights; Twenty-Fourth Amendment: ended poll taxes; Voting Rights Act: authorized the attorney general to send federal examiners to register qualified voters;





### Self-Check Quiz

Visit the *American Republic Since 1877* Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) and click on **Self-Check Quizzes—Chapter 24** to assess your knowledge of chapter content.

- 18. Making Generalizations** Why was the sit-in movement considered a major turning point in the civil rights movement?
- 19. Organizing** Use a graphic organizer similar to the one below to compare examples of civil rights legislation.

Civil Rights Legislation	Provisions
Civil Rights Act 1957	
Twenty-Fourth Amendment	
Voting Rights Act	
Civil Rights Act of 1964	
Civil Rights Act of 1968	

### Practicing Skills

- 20. Preparing a Bibliography** Review the following bibliography for a report on the civil rights movement. Then answer the questions that follow.

Fairclough, Adam. *Martin Luther King, Jr.* Athens and London: University of Georgia Press, 1995.

Juan Williams. *Eyes on the Prize*. New York: Viking Penguin, Inc., 1987.

Patterson, James T. *Grand Expectations, The United States, 1945–1974*. New York: Oxford University Press, 1996.

Bontemps, Arna, and Jack Conroy. *Anyplace but Here*. Columbia: University of Missouri Press. (NO PUB DATE)

- The entries presented above are not listed in the correct order. Using just the names of the authors, put them in the correct order.
- What is incorrect in the Patterson listing?
- Rewrite the Juan Williams listing correctly.

### Geography and History

- The map on this page shows routes of Freedom Riders. Study the map and answer the questions below.
  - Interpreting Maps** Which states did the Freedom Riders travel through? What was their final destination?
  - Applying Geography Skills** Why do you think the Freedom Riders faced protests during this trip?

### Writing Activity

- 22. Writing a Script** Work in small groups to write a script for a documentary on the civil rights movement in the 1950s

### NATIONAL GEOGRAPHIC Route of the Freedom Riders, 1961



and 1960s. Your group should choose a specific topic, movement leader, or time period to write about. Use your script to produce a documentary to present to the other groups in your class.

### Chapter Activity

- 23. Examining Interviews** Work with a classmate to research interviews with Martin Luther King, Jr., and Malcolm X. Take notes on the different points of view of these civil rights leaders, and then prepare a chart illustrating similarities, differences, and any bias which shapes their beliefs.



**Directions:** Choose the phrase that best completes the following statement.

One difference between the strategies of Dr. Martin Luther King, Jr., and some later civil rights groups was that King was committed to

- ending discrimination in housing and unemployment.
- using only nonviolent forms of protest.
- demanding equal rights for African Americans.
- gaining improvements in living conditions for African Americans.

**Test-Taking Tip:** If you read this question carefully, you will notice that it asks for one *difference* in civil rights strategies. Three of the answer choices will represent *common goals*. Be careful to read through all the choices to find the one that represents a *different* type of strategy.



Have students visit the Web site at [tx.tarvol2.glencoe.com](http://tx.tarvol2.glencoe.com) to review Chapter 24 and take the Self-Check Quiz.

### Writing Activity

- Documentaries should indicate a clear understanding of events and should express the emotions of the times. **US:** 25D; **ELA:** Gr9/10/11: 1A, 1B, 4A, 4B, 4F

### Chapter Activity

- Charts should show the similarities and differences between the two leaders. **US:** 7B, 24A, 24C, 24F; **ELA:** Gr9/10/11: 4C, 13B



**Answer:** B

**Test-Taking Tip:** Tell students to think about what some of the later civil rights groups advocated. The one issue on this list that some of the later groups did not support was nonviolence. The correct answer is B. **TAKS:** Obj 1, 3

### Bonus Question ?

**Ask:** What was the purpose of the **March on Washington?** (to build public support for passage of the Civil Rights Act of 1964) **US:** 7A

Civil Rights Act of 1964: gave the federal government broad powers to prevent racial discrimination, required equal access to public facilities for citizens of all races, established the EEOC, required private employers to end workplace discrimination, gave the attorney general power to bring lawsuits to force school desegregation; Civil Rights Act of 1968: outlawed discrimination in housing **US:** 7A, 7C, 7D, 18B, 25C; **ELA:** Gr9/10/11: 4D, 7D

### Practicing Skills

- 20. a.** The author order should be Bontemps, Fairclough, Patterson, and Williams. **b.** The author, not the title, is underlined. **c.** Williams, Juan. *Eyes on the Prize*. New York: Viking Penguin, Inc., 1987.

### Geography and History

- 21. a.** Maryland, Virginia, North Carolina, South Carolina, Georgia, Alabama; final destination: Jackson, Mississippi; **b.** because they wanted to desegregate society **US:** 7A, 8B; **ELA:** Gr9/10/11: 19B, 20B