



Freedom Riders



Thurgood
Marshall



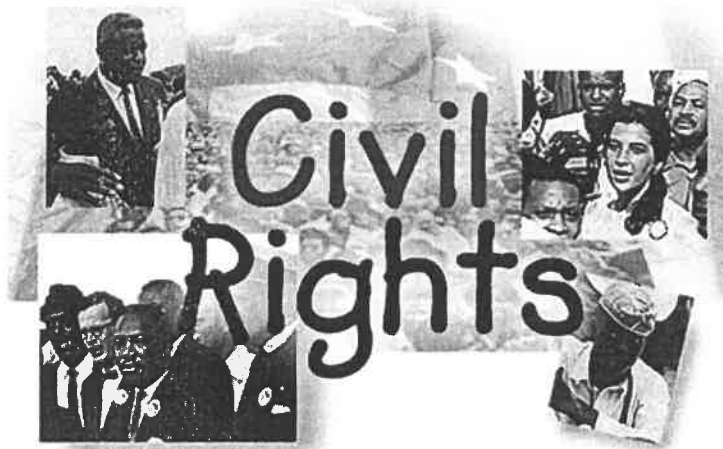
Jackie Robinson



Bloody Sunday



Rosa Parks



Civil Rights Movement Chapter 16 & 17

Name: _____

Period: _____

The Civil Rights Movement

Essentials Questions/ State Standards

Essential Questions

1. Identify the importance of the Supreme Court Cases of Plessy vs Ferguson and Brown vs Board of Education. Apply how these court cases angered some and made others joyful. Assess how southern states tried to put roadblocks in integrating public schools.
2. Summarize the important Civil Rights struggles that occurred in Selma Alabama, Little Rock Arkansas, Montgomery Alabama, and Greensboro, North Carolina.
3. Examine and analyze the accomplishments of the civil rights movement.

State Standards

H3.[9-12].8 - Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.

H3.[9-12].9 -Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement.

Book Readings

Chapter 16 Sections 1

Chapter 16 Section 2

Chapter 17 Section 2

Word Wall

Directions: Using your textbook, and internet to define these terms

Term	Definition	Picture or Symbol
Plessy v. Ferguson		
Segregation & Desegregation		
Brown v. Board of Education		
NAACP		
Freedom Riders		
Sit-ins		
Affirmative Action		
Civil Disobedience		
Non Violence		
Montgomery Bus Boycott		

Word Wall Continued

Term	Definition	Picture or Symbol
SCLC		
SNCC		
Civil Rights Act of 1964		
Ku Klux Klan		
Voting Rights Act of 1965		
Black Panthers		
De Facto Segregation		
De Jure Segregation		

Identifications

Directions: In complete sentences identify these people and their importance to the unit. Use text & internet.

Individual	Importance to THIS unit
Jackie Robinson	
Thurgood Marshall	
Rosa Parks	
Martin Luther King Jr.	
Emmett Till	
James Meredith	
Malcolm X	
Stokely Carmichael	
Cesar Chavez	
James Earl Ray	
George Wallace	
Gov. Orval Faubus	

Civil Rights Timeline

Directions: Please plot all events on a timeline in chronological order:

Jackie Robinson integrates MLB, March on Selma (Bloody Sunday), Little Rock 9 enter Central High School, Sit in at N.C. lunch counters, Rosa Parks arrested, JFK Assassinated, Montgomery Buss Boycott begins, Plessy v. Ferguson, Freedom Riders head South, MLK Assassinated, RFK Assassinated, Thurgood Marshall becomes first African American on the Supreme Court, Brown v Board of Education

Chapter 16 Section 1.1 & 1.2

Roots of the Movement

Pages 538-541

Directions- After you read Sections 1.1 and 1.2, use the descriptions below to identify historical figures involved in the civil rights movement. Write the name of the person who matches each description. You may use the names of some figures more than once, and some descriptions may have more than one name. Then describe the significance of each description.

Description	Historical Figure	Significance of Event
1.Established the first African American trade union.		
2. Painted scenes of African Americans posed in defiant positions, with arms crossed or a fist in the sky.		
3. Led the antidiscrimination struggle in deeply segregated Washington, D.C.		
4. Explored poverty and oppression of African Americans in his novel Native Son.		
5. White folk singers who performed at concerts to raise money and popular support for the civil rights cause.		
6. Helped to found the interracial Congress of Racial Equality (CORE).		
7. United protestors through work songs such as "We Shall Overcome."		
8. Led movements for civil rights, gay rights, and nonviolence.		
9. Performed songs protesting lynching, segregation, and war.		
10. Wrote the novel Invisible Man about feeling dehumanized as an African American in a majority white society.		

"A Time for Justice"

Video Questions

1. The average income of an African American in Mississippi during the 1950's was \$900.00?

TrueFalse
2. The two men involved in Emmitt Till's murder were found guilty?

TrueFalse
3. Rosa Parks refused to give up her seat in the city of Birmingham, Alabama?

TrueFalse
4. The bus boycott lasted for 381 days.

TrueFalse
5. "The Little Rock Nine", were harassed and protested against at Central High School, Arkansas?

TrueFalse
6. Those protesters who were involved in sit-ins never faced danger or violence at lunch counters in the South?

TrueFalse
7. Freedom Riders were those who traveled north to protest the segregated bus laws.

TrueFalse
8. The State of Mississippi pressed for charges against Sheriff Price for the murder of three Civil Rights workers in Philadelphia, Mississippi?

TrueFalse
9. Only 1% of Marion, Mississippi black population was registered to vote?

TrueFalse
10. "Sunday, Bloody Sunday", was organized march from Selma to Birmingham, Alabama to create awareness of voting laws for African American?

TrueFalse

Could you have been a non-violent protester in the 1950's and 1960's? Break the law knowingly and take the abuse and beatings and not fight back?

Challenging School Segregation

Chapter 16 Section 1.3

Pages 542-543

Directions- Chapter 16 Section 1.3- Use the following words/ phrases to complete the chapter summary.

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> "Little Rock Nine" | <input type="checkbox"/> integration | <input type="checkbox"/> nationwide | <input type="checkbox"/> social science |
| <input type="checkbox"/> Arkansas | <input type="checkbox"/> legal challenges | <input type="checkbox"/> negative | <input type="checkbox"/> sued |
| <input type="checkbox"/> available | <input type="checkbox"/> Liberal | <input type="checkbox"/> new wave | <input type="checkbox"/> unanimous |
| <input type="checkbox"/> Board of Education of Topeka | <input type="checkbox"/> Mendez v. Westminster | <input type="checkbox"/> Plessy v Ferguson | <input type="checkbox"/> Unconstitutional |
| <input type="checkbox"/> Congress from Confederate state | <input type="checkbox"/> Mexico | <input type="checkbox"/> public education | <input type="checkbox"/> University of Texas School of Law |
| <input type="checkbox"/> Earl Warren | <input type="checkbox"/> NAACP's Legal Defense and Education Fund | <input type="checkbox"/> Race | <input type="checkbox"/> voting rights |
| <input type="checkbox"/> far from home | | <input type="checkbox"/> segregated facilities | <input type="checkbox"/> white southerners |
| | | <input type="checkbox"/> separate but equal" | |

CHALLENGING "SEPARATE BUT EQUAL"

In the 1940s, civil rights activists like Thurgood Marshall and William Hastie launched 1. _____ against the 1896 case 2. _____, which established the "separate but equal" doctrine. Marshall, leading 3. _____, focused on suing educational institutions promoting inequality and segregation. The 1946 case 4. _____ successfully challenged segregation as 5. _____, as five Mexican American families fought against schools exclusively for 6. _____ students.

Marshall also took on Heman Marion Sweatt's case in 1946, challenging the rejection of Sweatt's admission to the 7. _____ based on 8. _____. The Supreme Court's 1950 Sweatt v. Painter decision mandated Sweatt's admission to the original law school, challenging the 9. _____ doctrine. This ruling, along with McLaurin v. Oklahoma State Regents, led to the 10. _____ of college classes 11. _____, allowing people of all races and ethnicities to freely associate. By 1953, several civil rights lawsuits, including 12. _____, reached the Supreme Court, coinciding with President Eisenhower appointing 13. _____ as Chief Justice, despite Warren's 14. _____ views.

BROWN v. BOARD OF EDUCATION

Brown v. Board of Education focused on a Kansas law allowing cities to segregate 15. _____. The case began when Reverend Oliver Brown 16. _____ the Topeka school board, arguing that his daughter shouldn't attend a segregated school 17. _____ when a closer white school was 18. _____. The lawyers, both African-American and white, presented 19. _____ studies revealing the 20. _____ impact of segregated schools on African-American children's self-esteem.

In a 21. _____ 1954 decision, the Supreme Court declared "separate but equal" had no place in 22. _____, emphasizing the inherent inequality of 23. _____. This led to the rapid integration of the nation's public schools, redefining equal rights to include equal educational opportunities and inspiring a 24. _____ of civil rights activism.

However, many 25. _____ resisted desegregation efforts, viewing them as federal government overreach. In 1956, members of 26. _____ issued "The Southern Manifesto on Integration," pledging to resist the Brown decision. The conflict intensified in 1957 when 27. _____ denied nine African-American students entry to a high school. President Eisenhower intervened, sending federal troops to escort the 28. _____ to school and signing the Civil Rights Act of 1957, protecting African Americans' 29. _____. Yet, subsequent acts in 1960 proved ineffective in fully addressing civil rights issues.

The Ernest Green Story: Cast of Characters

Ernest Green: AKA Brother, main character, determined and mature, decides to transfer

Mrs. Green: Ernest's mother, strong, single parent, and righteous

Grandfather: Ernest's grandpa, father figure to Ernest, wise and knowledgeable

Reverend Lawson: Church leader, advocate of non-violence

Marcus: Ernest's best friend, decided to stay at Horace Mann High School

Mr. Mathews: Principal at Central High School

Daisy Bates: Organized the Little Rock 9

Mr. Loomis: Physics teacher and Ernest's counselor

Mrs. Gaines: Girls counselor

Mrs. Lydia Wilson: Neighbor, thinks there is going to be trouble with integration

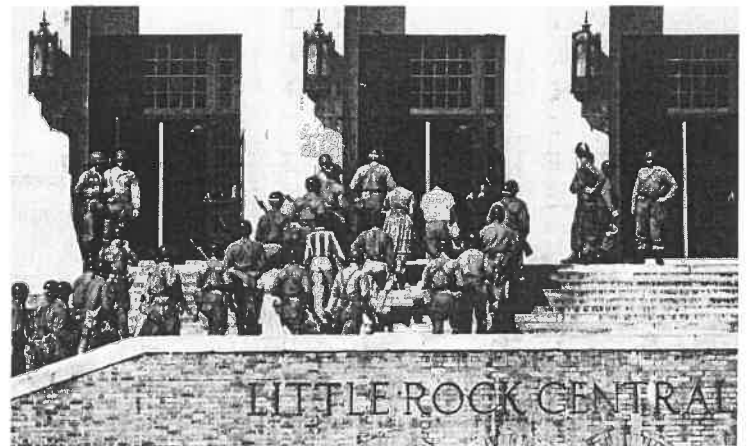
Scott: Ernest's brother

Elizabeth Eckford: One of the Little Rock 9

Coach Snell: PE Coach

Governor Faubus: Arkansas Governor, not happy about having to integrate the schools

Although most school districts at least attempted to integrate following the Supreme Court's Brown v. Board of Education decision, some school districts, particularly those in the Deep South, actively avoided desegregation. One of the most famous cases involved Little Rock's Central High School, where Arkansas Governor Orval Faubus joined local whites in resisting integration by dispatching the Arkansas National Guard to block the nine black students from entering the school. President Dwight Eisenhower responded by sending federal troops to protect the students. The crisis in Little Rock shows America that the president could and would enforce court orders with federal troops. When eight of the nine black students successfully completed the school year, they showed America that black students could and would endure the intense hatred that racist white students could dump on them. It was a big step towards integration and an important one, even though it caused nine brave teenagers unspeakable pain.



Ernest Green Movie Questions

1. This film takes place how many years after the Brown v Board of Education Supreme Court Case?
2. What state is the film set in?
3. What powers do the Governor's aid suggest he used to prevent the integration of Central High School?
4. List the reasons Ernest gives Marcus on why he is transferring from Horace Mann?
5. Discuss the family's reaction to when Ernest tells them he is transferring.
6. List the extracurricular activities the Little Rock 9 were prohibited from joining.
7. What does Rev. Lawson teach the students before school starts? Why do you think this is an important concept for the students?
8. What is the real reason Gov. Faubus called out the Arkansas National Guard?
9. Who is Elizabeth Eckford? Explain what happens to her.
10. Why does President Eisenhower call in the 101's Airborne Division?
11. What particular subject does Ernest struggle with?
12. Discuss three specific examples in the film of discrimination the African American students had to endure.

Making Inferences- Central High School

In September 1957, Elizabeth Eckford made history as she forced her way through an angry crowd of whites in an effort to integrate central High School in Little Rock, Arkansas. Study the photo of Eckford and read the news article on this page. Consider what inferences you can make about the impact of this event. Then answer the questions that follow.

Hazel Bryan was part of the crowd that day [in September 1957]. Her face grimaced in hate, she shouted at Eckford, who clutched her books to her chest and walked on, her emotions hidden behind dark glasses.

When a photograph of the bitter meeting between the two 15-year-old girls appeared in newspapers around the country Eckford became a symbol of the civil rights movement.

Bryan's young face became an image of racial hatred.

Now 55, the women met . . . for the first time since that troubled time. There were smiles and poses for pictures. They mostly let the past be.

"Thank you; Elizabeth, for agreeing to do this," Bryan, now Hazel Massery said quietly as she greeted Eckford at her home.

Answered Eckford, before the two left for the school: "I think you're very brave to face the cameras again."

At the school, both black and white students recognized

Eckford. "Miss Eckford, I just want you to know how much I respect you," a black student said. A white junior high student gave Eckford a big hello; they talked briefly about taking classes at the high school.

Massery said that she had hoped others would know of her regret and her acknowledgment that intolerance was wrong.

"I just want to say, Elizabeth, I'm elated that you're doing this," she said. "I'd like for my children to be proud, 'to see that both of us are role models.'"

-Peggy Harris, Associated Press writer, Tuesday, September 23, 1997



1. By studying the photo, what can you infer about the obstacles facing Eckford and the other African-American students who integrated Central High School?
2. By comparing the photo with the news story, what can you infer about reasons African Americans consider Little Rock a milestone in the civil rights movement?

MLK Jr. & A Growing Movement

Chapter 16 Section 2.2

Pages 550-553

Directions- Chapter 16 Section 2.2- Use the following words/ phrases to complete the chapter summary.

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> 300 participants | <input type="checkbox"/> Ella Baker | <input type="checkbox"/> Montgomery Bus Boycott | <input type="checkbox"/> Southern Christian Leadership Conference (SCLC) |
| <input type="checkbox"/> African-American rights | <input type="checkbox"/> Father | <input type="checkbox"/> Morehouse College | <input type="checkbox"/> Student Nonviolent Coordinating Committee (SNCC) |
| <input type="checkbox"/> all races | <input type="checkbox"/> federal | <input type="checkbox"/> New Orleans | <input type="checkbox"/> Theology |
| <input type="checkbox"/> Anne Moody's | <input type="checkbox"/> Firebombed | <input type="checkbox"/> Nonviolent | <input type="checkbox"/> U.S. marshals |
| <input type="checkbox"/> Beaten | <input type="checkbox"/> For Whites Only | <input type="checkbox"/> other cities | <input type="checkbox"/> University of Mississippi |
| <input type="checkbox"/> Brown v. Board of Education decision | <input type="checkbox"/> Freedom Rides | <input type="checkbox"/> Peaceful | <input type="checkbox"/> Vote |
| <input type="checkbox"/> bus terminals | <input type="checkbox"/> Gradually | <input type="checkbox"/> peaceful protest | <input type="checkbox"/> wade-ins |
| <input type="checkbox"/> change and equality | <input type="checkbox"/> his favor | <input type="checkbox"/> police intervention | <input type="checkbox"/> women |
| <input type="checkbox"/> college students | <input type="checkbox"/> impoverished | <input type="checkbox"/> Poverty | <input type="checkbox"/> Woolworth's |
| <input type="checkbox"/> Crozer Theological Seminary | <input type="checkbox"/> intimidation and violence | <input type="checkbox"/> Prohibited | |
| <input type="checkbox"/> Democratic National Convention | <input type="checkbox"/> James Meredith | <input type="checkbox"/> registered | |
| <input type="checkbox"/> Educated | <input type="checkbox"/> John F. Kennedy | <input type="checkbox"/> resisted | |
| <input type="checkbox"/> Education | <input type="checkbox"/> middle-class | <input type="checkbox"/> segregation | |
| | <input type="checkbox"/> Mississippi Freedom Democratic Party | <input type="checkbox"/> sit-in | |
| | <input type="checkbox"/> Mohandas Gandhi | <input type="checkbox"/> six white | |

THE EMERGENCE OF DR. KING

Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia, to _____ 1. parents. Growing up in a _____ 2. neighborhood, King's father was a pastor at Ebenezer Baptist Church. King initially studied medicine and law at _____ 3. but later decided to join the ministry, influenced by his _____ 4. and mentor Benjamin Mays.

After graduating from _____ 5. and earning a doctorate in _____ 6. from Boston University, King became a pastor at Dexter Avenue Baptist Church in Montgomery, Alabama. In 1955, he led the _____ 7. , successfully ending segregation on buses. Following this, King, along with other ministers and activists, established the _____ 8. in 1957. The SCLC, rooted in African-American churches, aimed to achieve racial justice through _____ 9. means and supported local protest groups.

King strongly believed in _____ 10. civil disobedience as the most effective way to combat injustice, influenced by the teachings of _____ 11. Gandhi, an advocate for _____ 12. in India's fight against British rule, inspired King's commitment to nonviolence. Throughout his career as a civil rights activist, King applied Gandhi's principles to bring about social _____ 13.

A MASS MOVEMENT FORMS

The _____ 14. and the Montgomery Bus Boycott marked significant changes in U.S. race relations. Ordinary African-Americans played a crucial role in the civil rights movement. In 1960, four African-American _____ 15. in Greensboro, North Carolina, initiated a _____ 16. at a Woolworth's store and restaurant. Politely requesting service at the "_____ 17. " lunch counter, they were denied, but the protest

grew each day, reaching _____ 18. by the fifth day. The sit-ins spread to _____ 19, inspiring similar protests like kneel-ins at churches and _____ 20. at pools.

These nonviolent protests effectively challenged _____ 21, leading to integration in Southern cities. Six months after the Greensboro sit-in began, the original protesters were finally served at _____ 22. The success of these actions led to the formation of the _____ 23, founded by African-American students. SNCC, guided by _____ 24, aimed for a more proactive approach than the cautious SCLC, where Baker had been a co-founder.

Fannie Lou Hamer, another SNCC leader, born into _____ 25. and with limited _____ 26, became a formidable force in the Mississippi Delta. As a SNCC field secretary, she fought segregation and championed _____ 27. Hamer played a pivotal role in establishing the _____ 28, advocating for African-American voter registration. Despite facing _____ 29. , Hamer, Baker, and Rosa Parks emerged as influential _____ 30. in the civil rights movement. In 1964, Hamer delivered a powerful speech at the _____ 31, highlighting the challenges African Americans faced when registering to _____ 32. The efforts of these ordinary individuals transformed the call for civil rights into a mass movement involving people of _____ 33.

THE FREEDOM RIDERS

In 1960, _____ 34. became the U.S. president, and though sympathetic to civil rights, he wanted change to happen _____ 35. In December 1960, the Supreme Court ruled against racial segregation in facilities like _____ 36. The Congress of Racial Equality (CORE) planned the “ _____ 37.” to test this decision. Thirteen riders, seven African-American and _____ 38, ignored segregation signs during their journey from Washington, D.C., to _____ 39. In Alabama, one bus was _____ 40. by white segregationists, and passengers were _____ 41. by a mob. The second bus faced a similar attack in Birmingham. Little _____ 42. occurred.

Attorney General Robert F. Kennedy, President Kennedy's brother, sent _____ 43. to protect the riders due to the escalating violence. CORE, with support from the Student Nonviolent Coordinating Committee (SNCC), continued the Freedom Rides until September 1961, when the federal government _____ 44. segregated terminals for interstate travel.

Simultaneously, in Mississippi, African-American student _____ 45. faced repeated denials of admission to the all-white _____ 46. . Supported by the NAACP, Meredith filed a discrimination lawsuit, leading to a Supreme Court ruling in _____ 47. . However, Mississippi Governor Ross Barnett and state troopers _____ 48. Meredith's attempts to register. Riots erupted, and _____ 49. intervention was necessary. After hundreds of federal agents were sent, Meredith finally _____ 50, becoming the university's first African-American student.

_____ 51. autobiography, "Coming of Age in Mississippi," vividly captures this era, depicting her _____ 52. upbringing, facing brutal racism, and her fight for African American rights. These events marked crucial milestones in the civil rights movement.

Freedom Riders Reading Questions

Read the web page below and answer the following questions: <https://www.historyskills.com/classroom/modern-history/mod-freedom-ride-reading/> or [US Freedom Rides - History Skills](#)

1. What were the Freedom Rides?
2. When did the Freedom Rides begin?
3. What was the Supreme Court's decision in Morgan v. Virginia?
4. Who led the Montgomery Bus Boycott?
5. What was the purpose of the Freedom Riders' journey?
6. How many protestors started the Freedom Rides, and what was their racial composition?
7. Where did the Freedom Riders intend to arrive, and why?
8. What happened at Rock Hill, South Carolina?
9. Describe the incident that occurred in Anniston, Alabama.
10. What was the reaction of the police in Birmingham?
11. Who negotiated the release of the Freedom Riders from jail?
12. What happened at the Montgomery bus station?
13. How did President Kennedy respond to the violence against the Freedom Riders?
14. What were the charges against the Freedom Riders in Jackson, Mississippi?
15. When did the new ban on segregation in all bus facilities take effect?
16. Who was one of the most famous Freedom Riders?
17. What honor was awarded to John Lewis?
18. What did the Freedom Rides show about the enforcement of civil rights laws?

Protests in Birmingham

Chapter 16 Section 2.3

Pages 554-555

Directions- Chapter 16 Section 2.3- Use the following words/ phrases to complete the chapter summary.

- | | | |
|--|---|--|
| <input type="checkbox"/> 1,000 students | <input type="checkbox"/> Eugene T. "Bull" Conner | <input type="checkbox"/> Police dogs |
| <input type="checkbox"/> Arrested | <input type="checkbox"/> Federal | <input type="checkbox"/> Public awareness |
| <input type="checkbox"/> Bethel Baptist Church | <input type="checkbox"/> Hire hoses | <input type="checkbox"/> Public perception |
| <input type="checkbox"/> Birmingham | <input type="checkbox"/> Letter from Birmingham City Jail | <input type="checkbox"/> Segregation |
| <input type="checkbox"/> Boycott | <input type="checkbox"/> Medgar Evers | <input type="checkbox"/> Sit-ins |
| <input type="checkbox"/> Civil disobedience | <input type="checkbox"/> Moral crisis | <input type="checkbox"/> University of Alabama |
| <input type="checkbox"/> Civil rights issues | <input type="checkbox"/> Opportunities | <input type="checkbox"/> University of Mississippi |
| <input type="checkbox"/> Comprehensive | | <input type="checkbox"/> Violence |

CONFRONTATION IN BIRMINGHAM

In December 1962, after James Meredith won the right to attend the _____ 1., Dr. Martin Luther King, Jr. informed President Kennedy about the severe racial tensions in _____ 2., Alabama. The city faced a history of _____ 3., including the recent bombing of _____ 4. Birmingham's police, led by the staunch segregationist _____ 5., enforced strict _____ 6. laws. In response, King and SCLC leaders planned a campaign to challenge segregation, starting in April 1963. They initiated mass meetings, _____ 7., a merchant _____ 8., and marches, aiming to draw attention to _____ 9. The protests gained momentum, leading to numerous arrests and heightened _____ 10. of the ongoing struggles for racial equality.

LETTER FROM BIRMINGHAM CITY JAIL

On April 12, 1963, Martin Luther King, Jr. was _____ 11. in Birmingham. In response to a letter from eight white ministers urging an end to protests, King wrote his " _____ 12.," defending nonviolent _____ 13. Despite dwindling support, organizers involved local students in the campaign, leading to over _____ 14. marching on May 2. Bull Connor unleashed _____ 15. And _____ 16., drawing international attention. An agreement on May 10 outlined steps to end segregation and create job _____ 17. Governor George Wallace's resistance at the _____ 18. prompted federal intervention. President Kennedy addressed the nation, emphasizing the _____ 19. and proposing a robust civil rights bill. The televised violence in Birmingham galvanized national support for the civil rights movement. Just after Kennedy's speech, civil rights activist _____ 20. was fatally shot. The subsequent week, Kennedy submitted a _____ 21. civil rights bill, marking a significant _____ -22. commitment to civil rights. The events in Alabama significantly influenced _____ 23. and support for the civil rights movement.

March on Washington
Chapter 16 Section 2.5
Pages 558-559

Directions- Chapter 16 Section 2.5- Use the following words/ phrases to complete the chapter summary.

- | | | |
|---|---|---|
| <input type="checkbox"/> 200,000 participants | <input type="checkbox"/> Four | <input type="checkbox"/> Racial justice |
| <input type="checkbox"/> A. Philip Randolph | <input type="checkbox"/> Freedom summer | <input type="checkbox"/> Religious groups |
| <input type="checkbox"/> Brighter future | <input type="checkbox"/> Greatest | <input type="checkbox"/> Speeches |
| <input type="checkbox"/> Civil rights bill | <input type="checkbox"/> Jobs and Freedom | <input type="checkbox"/> The final speaker |
| <input type="checkbox"/> Danger | <input type="checkbox"/> Ku Klux Klan | <input type="checkbox"/> Voter registration |
| <input type="checkbox"/> Emancipation | <input type="checkbox"/> Mostly white | <input type="checkbox"/> We shall overcome |
| <input type="checkbox"/> Exceeded | <input type="checkbox"/> Murdered | |
| <input type="checkbox"/> Fight for equality | <input type="checkbox"/> Protection | |

JOBS AND FREEDOM

In July 1963, President Kennedy proposed a comprehensive _____ 1. to Congress following events in Birmingham and Tuscaloosa, highlighting the urgent need for African American rights _____. 2. Despite strong opposition, the bill faced a legislative standstill. The March on Washington for _____ 3., organized by Bayard Rustin on August 28, 1963, aimed to support civil rights and the stalled bill. Rustin, along with _____ 4., had built a coalition of civil rights, labor, and _____ 5. since 1941, fostering unity in the movement. The march _____ 6. expectations, drawing over _____ 7. from diverse backgrounds. Starting at the Washington Monument, the marchers sang " _____ 8." and proceeded to the Lincoln Memorial for a program featuring prayers, Mahalia Jackson's performance, and _____ 9. by civil rights leaders. The event became a pivotal moment in the civil rights movement.

DR. KING'S DREAM

At the March on Washington, Martin Luther King Jr., _____ 10., delivered a powerful speech, considered one of the _____ 11. in American history. He began by highlighting the persistent challenges faced by African Americans despite _____ 12., calling for a rise from the valley of segregation to the path of _____ 13. King, deviating from his prepared notes, shared his dream for a _____ 14.

Following the march, a tragic event in Alabama emphasized the gap between King's dream and reality. On September 15, a _____ 15. bomb at Birmingham's 16th Street Baptist Church killed _____ 16. young African American girls. In the fall of 1963, SNCC and CORE initiated a _____ 17. drive in Mississippi, known as the Mississippi Summer Project or _____ 18. Over 700 student volunteers, _____ 19., joined the effort. Tragically, on June 21, 1964, three workers, Andrew Goodman, Michael Schwerner, and James Chaney, investigating a burned church, disappeared and were later found _____ 20., revealing the continued _____ 21. faced by the nonviolent civil rights movement. Despite progress, challenges persisted, underscoring the need for continued efforts in the _____ 22.

Answer Key

Martin Luther King Speeches

I Have a Dream - Address at March on Washington

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

August 28, 1963. Washington, D.C.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. [Applause]

Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

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

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and every molehill of Mississippi. From every mountainside, let freedom ring.

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

Martin Luther King's I Have A Dream Speech

Discussion Questions

1. What does Dr. King mean when he says he has a dream that the nation “will live out the true meaning of its creed”?

2. What criticism does King level at American society?

3. Do you think that King’s dream has been fulfilled? Explain your response.

APPARTS

Document _____

Author: _____

Place & Time _____

Prior Knowledge: _____

Audience: _____

Reason: _____

The Main Idea: _____

The Significance: _____

Vocabulary: Look up and write four (4) words whose meanings you are unsure of.

Selma to Montgomery
Guided Chapter 17 Section 2.3
Pages 592-593

Directions- Chapter 17 Section 2.3- Use the following words/ phrases to complete the chapter summary.

- | | | | |
|------------------------------------|---|---|--|
| <input type="checkbox"/> 1965 | <input type="checkbox"/> Civil Rights Act of 1964 | <input type="checkbox"/> Nationwide | <input type="checkbox"/> South |
| <input type="checkbox"/> 25,000 | <input type="checkbox"/> Edmund Pettus Bridge | <input type="checkbox"/> Outrage | <input type="checkbox"/> TV |
| <input type="checkbox"/> 250,000 | <input type="checkbox"/> Grassroots Activism | <input type="checkbox"/> Poll Taxes | <input type="checkbox"/> Voting Rights |
| <input type="checkbox"/> 60% | <input type="checkbox"/> John Lewis | <input type="checkbox"/> Register to Vote | <input type="checkbox"/> Voting Rights Act of 1965 |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Literacy tests | <input type="checkbox"/> Right to Vote | |

MARCHING FOR EQUALITY

In 1965, after the success of the Civil Rights Act, Dr. Martin Luther King, Jr. and other leaders turned their focus to securing _____ 1. , seeing Selma, Alabama as a battleground. The Selma voting rights campaign began in early _____ 2. , with local African Americans facing violence and resistance as they tried to _____ 3. . On "Bloody Sunday," 700 peaceful marchers, led by _____ 4. of SNCC, were brutally attacked by police on the _____ 5. . The shocking footage aired on _____ 6. , sparking national _____ 7. . Despite setbacks, King and 2,000 supporters attempted a second march on March 9, kneeling in prayer at the bridge. The third attempt on March 21 involved 3,200 marchers, protected by federal forces. Over five days, they walked to Montgomery, gathering _____ 8. supporters at the state capitol for a final rally, drawing _____ 9. to the crucial fight for voting rights and inspiring national efforts to address racial inequality.

VOTING RIGHTS ACT OF 1965

In early August 1965, Congress passed and President Johnson signed _____ 10. , a crucial law aimed at ending discriminatory practices that denied African Americans and minorities the _____ 11. . The act prohibited _____ 12. and other unfair tactics used by segregationists. It also required states with a history of voting discrimination to seek federal approval for any voting law changes. While it didn't ban _____ 13. , the act empowered the U.S. attorney general to challenge their use in local and state elections.

The impact was swift. By the end of 1965, around _____ 14. new African-American voters were registered, and within three years, over _____ 15. of African Americans in the South were registered. Though challenged in court, the Supreme Court upheld the act's constitutionality in 1966 and 1968. With _____ 16. , the Voting Rights Act of 1965 became a crucial part of the government's commitment to protect African-American civil rights, including the right to vote. The civil rights movement, using _____ 17. and support from Presidents Kennedy and Johnson, made significant progress in the _____ 18. during the 1960s. However, challenges persisted in the North, highlighting the ongoing work needed for equality _____ 19. .

The Struggle for African American Voting Rights

In 1965 Selma, Alabama, became a battle-ground of the Civil rights movement. Like many other southern towns, over half of Selma's voters were African American. Yet only about one percent of African Americans, around 150 people, had been able register to vote. Many more African Americans had wanted to register. However several white residents had threatened them. Many African Americans feared they might lose their jobs or worse, face violence. Those who had come to the county courthouse to register had been arrested by Selma's sheriff.

Civil rights leaders in Selma decided to begin a campaign to increase voter registration among African Americans in the South. Their work brought Martin Luther. King, Jr. to Selma. After an African American named Jimmie Lee Jackson was shot and killed during a voter rights protest, King spoke at his funeral. He said Jackson had been murdered by politicians who fed their followers "the stale bread of hatred and spoiled meat of racism" and by every African American who "passively . . . stands on the sidelines in the struggle for justice."

To call attention to the issue, King and other civil rights leaders organized a march from Selma to Alabama's Capital city, Montgomery. Over 500 protesters gathered on Sunday morning, March 7, to begin the 50-mile walk. Yet the marchers never made it beyond Selma's city limits. When they reached the Edmund Pettus Bridge, about 200 state troopers and sheriff's deputies were waiting for them. In what came to be called "Bloody Sunday" the troopers and deputies attacked the marchers with clubs, whips and tear gas. Sheyann Webb, who was eight years old at the time, recalled the incident:

[The] closer we got to the bridge, the more I began to get frightened. . . I could see hundreds of policemen. The helmets, state troopers, dogs and horses, police cars.... My heart was beginning to beat real, real fast. Then people began to kneel down and pray again. . I knelt down with everybody. Shortly after we got up, a burst of tear gas began. I could see the troopers and policemen swinging their clubs. People began to run, and dogs and horses began to trample them. You could hear people screaming . . . I began to run. I... was crying. . I was shocked at what I had seen.

Millions of television viewers across America watched in horror at the violence. A few days later a white minister who supported the civil rights movement was killed in Selma. Many more were attacked. King called on religious leaders from all over the nation to come to Selma for another march. Ministers, rabbis, priests and thousands of others, both black and white answered the call. This time Army troops and the Alabama National Guard were there to protect the marchers. The Guard had been put under federal control by President Johnson after Alabama's governor told the President he could not be responsible for the safety of the marchers. The march ended peacefully in Montgomery four days later. A victory had been won in the long struggle for African American voting rights.

The Struggle for African American Voting Rights

Review Questions

1. Why were African Americans in Selma, and across the south, not registered to vote?

2. Why did Martin Luther King, Jr. come to Selma?

3. What action did civil rights activists in Selma take to draw attention to their cause?

4. What was "Bloody Sunday?" How did it create more support for voting rights for African Americans?

5. **Critical Thinking:** Why might some white residents of Selma and other southern towns have tried to prevent African Americans from registering to vote?

New Leaders & Challenges
Guided Chapter 17 Section 2.4
Pages 594-597

Directions- Chapter 17 Section 2.4- Use the following words/ phrases to complete the chapter summary.

- | | | |
|---|--|--|
| <input type="checkbox"/> Affirmative action | <input type="checkbox"/> Denying | <input type="checkbox"/> Nation of Islam |
| <input type="checkbox"/> African Americans | <input type="checkbox"/> Discrimination | <input type="checkbox"/> Nonviolent |
| <input type="checkbox"/> Assassinated | <input type="checkbox"/> Economic | <input type="checkbox"/> Not |
| <input type="checkbox"/> Assassinated | <input type="checkbox"/> Elijah Muhammed | <input type="checkbox"/> Self-help |
| <input type="checkbox"/> Bakke case | <input type="checkbox"/> Expanding | <input type="checkbox"/> Separatists |
| <input type="checkbox"/> Brutality and harassment | <input type="checkbox"/> Focused | <input type="checkbox"/> Soldiers |
| <input type="checkbox"/> Busing programs | <input type="checkbox"/> Integration | <input type="checkbox"/> Stokely Carmichael |
| <input type="checkbox"/> Criticized | <input type="checkbox"/> Kerner Commission | <input type="checkbox"/> The Black Panther Party |
| <input type="checkbox"/> Culture | <input type="checkbox"/> Living conditions | <input type="checkbox"/> Two societies |
| <input type="checkbox"/> De facto segregation | <input type="checkbox"/> Malcom X | <input type="checkbox"/> Vietnam War |
| <input type="checkbox"/> Deaths and injuries | <input type="checkbox"/> Moderated | <input type="checkbox"/> Watts Riots |
| | <input type="checkbox"/> Motorist | |

SEGREGATION OUTSIDE THE SOUTH

The civil rights movement, initially _____ (1) on the South, also addressed _____ (2) in the North. While Northern states lacked segregation laws, _____ (3) still affected urban areas, leading to poor _____ (4) and inadequate services for African Americans. Discrimination extended to housing, with banks _____ (5) loans for homes outside traditional neighborhoods. Tensions rose due to police targeting and violence against _____ (6). In August 1965, the _____ (7) erupted in Los Angeles after an altercation between a white police officer and an African-American _____ (8). The violence lasted six days, resulting in _____ (9). Similar conflicts occurred in other cities in the following year.

THE BLACK POWER MOVEMENT

During the 1960s, as civil rights leader Martin Luther King, Jr. faced criticism for his _____ (10) approach, a generational split emerged within the movement. Older groups like King's and the NAACP supported racial _____ (11) and nonviolent resistance, while new groups like SNCC advocated for more forceful strategies. _____ (12), a SNCC activist, introduced the term "Black Power" in 1966, becoming a rallying cry for younger African Americans. Some saw it as group strength and independence, while radical black _____ (13) viewed it as a call for extreme measures to secure rights and freedoms, emphasizing _____ (14) power and the creation of a separate nation. The _____ (15), a radical group formed in 1966, aimed to protect African-American neighborhoods from police _____ (16). Despite initiating community programs, their revolutionary stance and criminal activities led to widespread opposition, making them a target for law enforcement. Although _____ (17) widely supported like the mainstream civil rights movement, the Black Panthers' emphasis on

racial pride, celebration of black _____ (18), and criticism of racism continue to influence American culture.

MALCOLM X AND THE NATION OF ISLAM





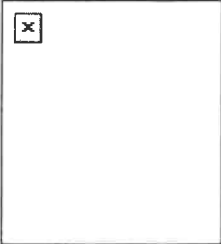
In the 1960s, Huey Newton and Bobby Seale, founders of the Black Panther Party, drew inspiration from _____ (19), a prominent African-American activist. Born Malcolm Little, he adopted "X" to reject his ancestors' slave name. Malcolm X joined the _____ (20) in prison, a black nationalist movement advocating _____ (21) and racial separation. As a charismatic speaker, Malcolm X _____ (22) white injustices, diverging from Martin Luther King, Jr.'s nonviolent approach. Tensions with Nation of Islam's leader, _____ (23), led to Malcolm X's expulsion in 1964. After a pilgrimage to Mecca, he _____ (24) his views on racial separatism but faced threats upon his return to the U.S. Despite the shift, Malcolm X was _____ (25) in 1965 during a speech in Harlem, leaving a complex legacy of radical activism and later transformation.

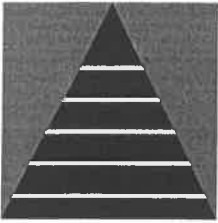


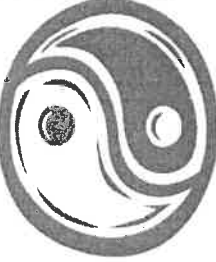

THE MOVEMENT MOVES NORTH

In the late 1960s, Dr. Martin Luther King, Jr. expanded the civil rights movement to address poverty and oppose the _____ (26), emphasizing the contradictions of sending African-American soldiers _____ (27) while facing injustices at home. In April 1967, King spoke against these issues in New York City. On April 3, 1968, he led a peaceful march in Memphis supporting sanitation workers on strike, but the next day, he was _____ (28). His legacy endured through others, like President Johnson, who aimed to tackle societal issues through the Great Society program.

The _____ (29), led by Governor Otto Kerner, reported that the U.S. was moving toward " _____ (30), one black, one white—separate and unequal." Johnson's administration worked to expand the welfare state, exemplified by the Elementary and Secondary Education Act of 1965. However, de facto segregation persisted, leading to controversial _____ (31) for integration. _____ (32), addressing discrimination, faced legal challenges, with the Supreme Court ruling in the 1978 _____ (33) that while some affirmative action was constitutional, racial quotas were not. Supreme Court decisions, like *Loving v. Virginia* (1967), also abolished anti-miscegenation laws, _____ (34) the government's role in supporting civil rights.

History Themes: Civil Rights Era

SYMBOL	THEME	QUESTION TO ANSWER	EXAMPLES DEMONSTRATED IN UNIT
	MODERN DAY RELEVANCE	WHY DOES IT MATTER TODAY?	Events that effect how we live today? How does this affect us? What contributions or ideas do we get from this group or area? What they did differently than we do?
	CIVIC RESPONSIBILITY	WHAT IS THE CITIZEN'S ROLE IN SOCIETY?	What are the people suppose to do? What are the laws, rules, codes, unwritten expectations. Roles of women/men and children.
	SCIENCE AND TECHNOLOGY	HOW DOES SCIENCE AND TECHNOLOGY AFFECT SOCIETY?	Inventions, Advancements, things that effect today's world, How did they improve something?
	MULTIPLE PERSPECTIVES	HOW IS THE WORLD UNDERSTOOD FROM DIFFERENT POINTS OF VIEW?	How did groups of people see the society different? Ex. Slaves vs. rich. Kings vs. Priests Workers vs. nobility Hunter gatherer v. civilized man
	GEOGRAPHY	WHAT IS THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT?	

	ECONOMIC AND SOCIAL CLASSES	HOW DO MONEY AND RESOURCES AFFECT THE WAY PEOPLE LIVE?	What was the social class of the area or civilization? What defined each social class? How did they create wealth? What was there economic system? What resources did they have available to them?
	POWER	HOW DO NATIONS, GROUPS, AND INDIVIDUALS ATTAIN AND MAINTAIN POWER?	Who has it? How did they use it? How did they get it/lose it/pass it on? What type of government? Did they get too much? People?
	CULTURE	WHAT ARE THE TRADITIONS, BELIEFS AND VALUES SHARED BY A GROUP OF PEOPLE? (ART FAMILY RELIGION)	Celebrations, food, clothing, Religion, music, tools, language, social customs, entertainment, holidays, technology, government, values, attitudes, and gender roles.
	CONFLICT AND COOPERATION	HOW DO NATIONS, GROUPS, AND INDIVIDUALS SOLVE PROBLEMS AND OVERCOME DIFFERENCES?	What problems did they face? How did they fix or deal with them? Why did the problems exist? How did they work together to solve?
	JUSTICE	HOW DO NATIONS, GROUPS, AND INDIVIDUALS DEVELOP AND MAINTAIN A CONCEPT OF RIGHT AND WRONG?	Rules, Laws, guidelines, punishments, safety. Justice system? Trials? Government