

## TERMS &amp; NAMES

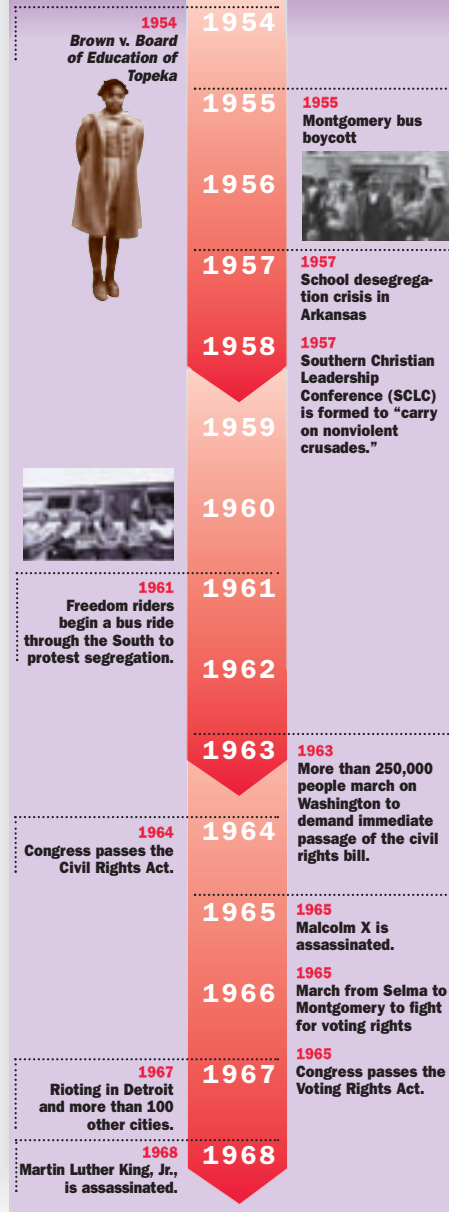
1. *Brown v. Board of Education*, p. 908
2. Rosa Parks, p. 910
3. Martin Luther King, Jr., p. 910
4. Student Nonviolent Coordinating Committee, p. 912
5. freedom riders, p. 916
6. Civil Rights Act of 1964, p. 920
7. Fannie Lou Hamer, p. 921
8. de facto segregation, p. 924
9. Malcolm X, p. 925
10. Black Power, p. 926

## MAIN IDEAS

1. Jim Crow laws, passed in the South, were aimed at separating the races. Application of these laws included separate schools, streetcars, and public restrooms.
2. King's beliefs were rooted in Jesus' teachings to love one's enemies, Thoreau's concept of civil disobedience, Randolph's techniques for organizing massive demonstrations, and Gandhi's use of nonviolent resistance.
3. Meredith won a federal court case allowing him to enroll in the University of Mississippi.
4. Fannie Lou Hamer was beaten trying to register to vote; a bomb in a Birmingham church killed four African-American girls; Klansmen, with the support of local police, murdered three civil rights activists in Mississippi.
5. Black nationalism, self-determination, racial pride, self-respect, the use of self-defense.
6. Leaders felt that the slogan "Black Power" antagonized whites.

## VISUAL SUMMARY

## CIVIL RIGHTS



## TERMS &amp; NAMES

For each term or name below, write a sentence explaining its connection to the civil rights movement.

1. *Brown v. Board of Education of Topeka*
2. Rosa Parks
3. Martin Luther King, Jr.
4. Student Nonviolent Coordinating Committee
5. freedom rider
6. Civil Rights Act of 1964
7. Fannie Lou Hamer
8. de facto segregation
9. Malcolm X
10. Black Power

## MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

**Taking on Segregation** (pages 906–913)

1. What were Jim Crow laws and how were they applied?
2. What were the roots of Martin Luther King, Jr.'s beliefs in nonviolent resistance?

**The Triumphs of a Crusade** (pages 916–922)

3. What was the significance of the federal court case won by James Meredith in 1962?
4. Cite three examples of violence committed between 1962 and 1964 against African Americans and civil rights activists.

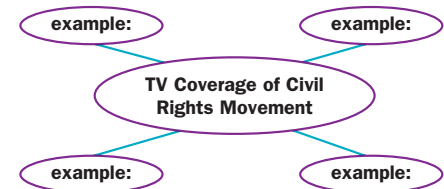
**Challenges and Changes in the Movement**

(pages 923–929)

5. What were some of the key beliefs advocated by Malcolm X?
6. Why did some civil rights leaders urge Stokely Carmichael to stop using the slogan "Black Power"?

## THINKING CRITICALLY

1. **USING YOUR NOTES** On your own paper, draw a cluster diagram like the one shown below. Then, fill it in with four events from the civil rights movement that were broadcast on nationwide television and that you find the most compelling.



2. **HISTORICAL PERSPECTIVE** Overall, would you characterize the civil rights struggle as a unified or disunified movement? Explain.
3. **INTERPRETING MAPS** Look carefully at the map of U.S. school segregation on page 907. What regional differences do you think spurred civil rights activists to target the South before the North?

## CRITICAL THINKING

1. **Using Your Notes** the crisis at Central High School in Little Rock, Arkansas (1957); the sit-in at Greensboro, North Carolina (1960); Fannie Lou Hamer's speech to the Democratic National Convention (1964); the Selma march (1965)

2. **Historical Perspective**

**Unified:** All civil rights activists shared the same goals—freedom, justice, and equality; gender and age differences were surmounted; the March on Washington was a powerful display of unity.

**Disunified:** Violent versus nonviolent methods created divisiveness; Northern blacks and Southern blacks had different needs.

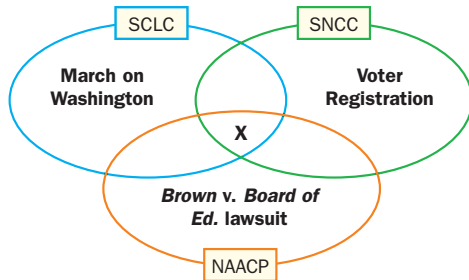
3. **Interpreting Maps** As the map

shows, schools segregated by law were predominant in the Southern states. The legal racism—de jure segregation—of the South was easier to tackle than de facto segregation—the more subtle form of racism predominant in the North.

## Standardized Test Practice

Use the diagram and your knowledge of United States history to answer question 1.

Civil Rights Strategies and Actions, 1954-1968



1. The Venn diagram is partially filled in with the strategies of various civil rights groups in the 1960s. Which of the following could be added to the area of the diagram labeled **X**?

- A provide social services to the needy
- B boycotts
- C nonviolent demonstrations
- D armed self-defense

Use the quotation as well as your knowledge of United States history to answer question 2.

"An illegal attack, an unjust attack, and an immoral attack can be made against you by any one. Just because a person has on a [police] uniform does not give him the right to come and shoot up your neighborhood. No, this is not right, and my suggestion would be that as long as the police department doesn't use those methods in white neighborhoods, they shouldn't come . . . and use them in our neighborhood. . . ."

—MALCOLM X, "Prospects for Freedom in 1965"

2. Which of the following events justifies Malcolm X's concerns about police brutality?

- F the Rosa Parks incident in 1955
- G the 1963 Birmingham demonstrations
- H the desegregation of Little Rock's Central High in 1957
- J the first sit-ins in 1942

ADDITIONAL TEST PRACTICE, pages S1-S33.



TEST PRACTICE CLASSZONE.COM

## ALTERNATIVE ASSESSMENT

1. **INTERACT WITH HISTORY** Recall your discussion of the question on page 905:

### What rights are worth fighting for?

Choose one participant in the civil rights movement. From that person's perspective, write a speech in which you evaluate your role in the movement. Consider these questions:

- What civil rights did you work for?
- Why are these rights important?
- How successful were you?
- What were the costs of your struggle?

2. **VIDEO LEARNING FROM MEDIA** View the *American Stories* video, "Justice in Montgomery." Discuss the following questions with a small group of classmates. Then do the activity.

- What role did Jo Ann Gibson Robinson and the African-American women of Montgomery play in the boycott?
- What responsibilities do you think individuals have to stop injustice?

**Cooperative Learning Activity** You have just seen an account of the Montgomery bus boycott through the eyes of one person, Jo Ann Gibson Robinson. With your group, decide how you would teach people about the boycott—from what perspective and with what materials. Create a multimedia presentation to give to the class.

Civil Rights 933

## Standardized Test Practice

1. The correct answer is letter **C**.

Remind students that each of the three organizations on the diagram advocated nonviolence. The March on Washington was a nonviolent demonstration; tactics used to register voters and to desegregate schools were also nonviolent. Letters A, B, and D are incorrect because they are not directly relevant to all three strategies and actions shown on the diagram.

2. The correct answer is letter **G**.

Letters F, H, and J are not correct because police brutality was not an issue in these situations; instead, African Americans were subjected to other forms of abuse.

UNIT

PROJECT

## LOBBYING PLAN

### Tips for Teaching

- Have students begin to put together materials to raise awareness and support for their cause.
- Letters to government officials should be drafted and reviewed
- Review students' position papers and make suggestions for changes.
- The Unit Project is introduced on page 872 of the student text.



Formal Assessment

• Chapter Test, Forms A, B, and C, pp. 513-530

## ALTERNATIVE ASSESSMENT

### 1. INTERACT WITH HISTORY

#### Rubric

The student's speech should . . .

- reflect an understanding of the role of the individual in the civil rights movement
- explain the individual's commitment to civil rights
- place the individual's role within the proper historic context
- capture the interest of the audience with a lively presentation

### 2. VIDEO LEARNING FROM MEDIA

#### Rubric

The multimedia presentation should . . .

- show a clear understanding of the event and issues involved
- include appropriate historical background
- convey the motivations and feelings of the boycotters
- explain the outcome of the boycott