

The Civil Rights Era

Lesson 1 The Civil Rights Movement

ESSENTIAL QUESTION

Why does conflict develop?

GUIDING QUESTIONS

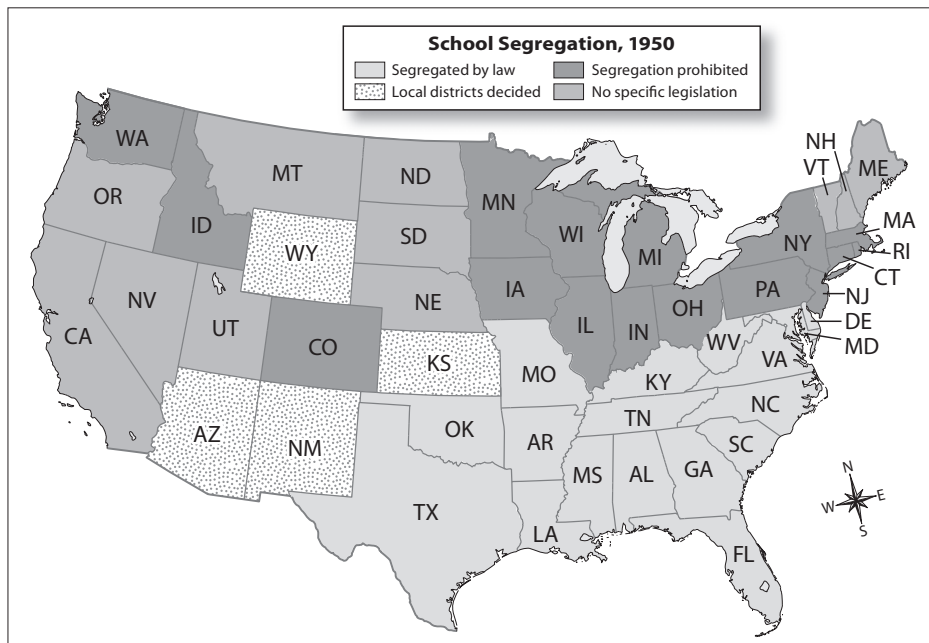
1. *How did supporters of civil rights challenge discrimination in public schools?*
2. *How did nonviolent protests help African Americans secure their rights?*

Terms to Know

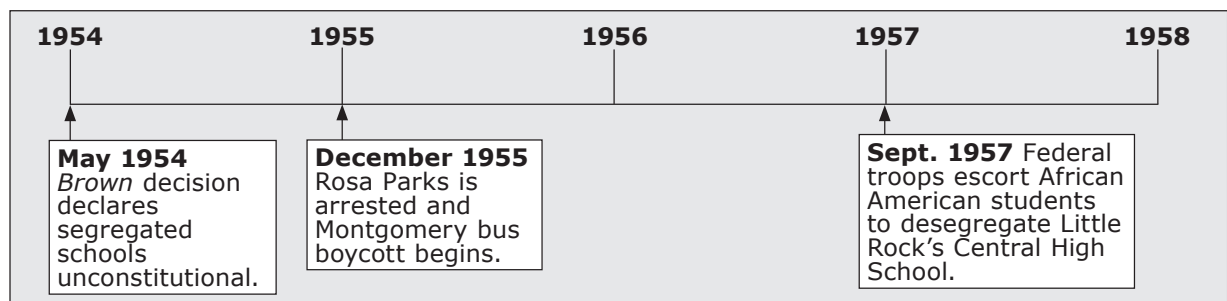
boycott to refuse to use

civil disobedience the refusal to obey laws that are considered unjust

Where in the world?



When did it happen?



The Civil Rights Era

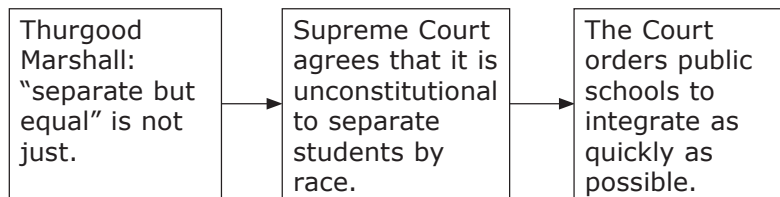
Lesson 1 The Civil Rights Movement, *Continued*

Ending Inequality in Education

In the mid-1900s, African Americans began to make progress against discrimination. They wanted equal rights in jobs, housing, and education. In 1942 the Congress of Racial Equality (CORE) was founded. Protests by CORE ended segregation in restaurants and other public places in many Northern cities. Segregation is the separation of people of different races.

During World War II, African Americans had greater opportunities in jobs and the military. After the war, they wanted more opportunities at home, too. Changes did not come quickly and the civil rights movement began.

In 1896 the United States Supreme Court ruled in a case called *Plessy v. Ferguson*. The Court ruled that "separate but equal" public places were legal. The National Association for the Advancement of Colored People (NAACP) did not agree. It looked for a case to challenge the segregation of public schools. Thurgood Marshall was the NAACP's chief lawyer. He brought *Brown v. Board of Education* before the Court. In 1954 the Court ruled that it was unconstitutional to separate schoolchildren by race. The next year, the Court ordered public schools to integrate as quickly as possible. This meant schools had to teach children of all races together.



Some local leaders did not like the Supreme Court's ruling. They decided to fight it. In 1957 a federal judge ordered Central High School in Little Rock, Arkansas, to admit African American students. The governor of Arkansas, Orval Faubus, was against integration. He thought Central High should have only white students. The governor ordered the state's National Guard to keep nine African American students from entering the school. A federal judge then said that the governor had broken the law. Faubus took away the National Guard. President Eisenhower sent federal troops to Little Rock to protect the students.



Marking the Text

1. Circle the term that means the opposite of segregate.



Contrasting

2. What did the Supreme Court rule in:

Plessy v. Ferguson?

Brown v. Board of Education



Reading Check

3. How had the *Plessy* ruling contributed to segregation?
- _____
- _____
- _____

The Civil Rights Era

Lesson 1 The Civil Rights Movement, *Continued*



Explaining

4. Why did downtown businesses and the bus company lose money during the boycott?
- _____
- _____



Critical Thinking

5. In the space below, list one cause and one effect of the Montgomery Bus Boycott.

Cause:

Effect:



Reading Check

6. How did the Montgomery bus boycott lead to a change in policy?
- _____
- _____
- _____

Challenges to Segregation

Protests by the Congress of Racial Equality (CORE)

Brown v. Board of Education of Topeka, Kansas

Supreme Court order to integrate schools

Integration of public high school in Little Rock, Arkansas

Moving Beyond the Schoolhouse

African Americans made other gains in the 1950s. On December 1, 1955, Rosa Parks got on a bus in Montgomery, Alabama. She found a seat in the section for whites. The driver told Parks to move to the back of the bus where African Americans were supposed to sit. Parks refused. Police came and arrested Parks and took her off the bus. She was fined.

African Americans in Montgomery organized a **boycott** of the city's buses. They refused to ride the buses until the law was changed. African Americans worked together to make the boycott a success. Normally, about 75% of bus riders were African American. The boycott lasted more than a year.

The bus company lost money from fares. Downtown businesses lost customers. The Supreme Court finally ruled that the bus segregation law was unconstitutional. In December 1956, the boycott ended.

Rosa Parks refuses to give up her seat to a white bus rider.



Parks is arrested and fined.



The bus boycott begins.



Montgomery businesses and bus company lose money.



The city changes its policies about segregated buses.

The Civil Rights Era

Lesson 1 The Civil Rights Movement, *Continued*

Dr. Martin Luther King, Jr., was a leader of the bus boycott. Dr. King was influenced by the ideas of two people. One was A. Philip Randolph, a well-known African American labor leader. The other was Mohandas Gandhi. Gandhi had used **civil disobedience** to help India gain independence from Britain. Civil disobedience happens when a person refuses to obey unjust laws. Dr. King believed that African Americans should do this too. He asked them to disobey unjust laws without using violence.

Dr. King and other important ministers in the South started a new organization. They called it the Southern Christian Leadership Conference (SCLC). This organization trained African Americans and others in civil disobedience. They were preparing for the civil rights struggle to come.

//////////Glue Foldable here//////////

Check for Understanding

What role did the Supreme Court play in changing civil rights laws?

What was the purpose of the Southern Christian Leadership Conference (SCLC)?



7. Use a three-tab Foldable and place it along the dotted line to cover Check for Understanding. Write the title *Civil Rights Movement* on the anchor tab. Label the three tabs *Integration*, *Boycott*, and *Civil Disobedience*. On both sides of the tabs write two things you remember about each. Use your memory notes to help answer Check for Understanding.

The Civil Rights Era

Lesson 2 Kennedy and Johnson

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

1. *Why did John F. Kennedy's presidency appeal to many Americans?*
2. *How did the Johnson administration expand Kennedy's domestic plans?*

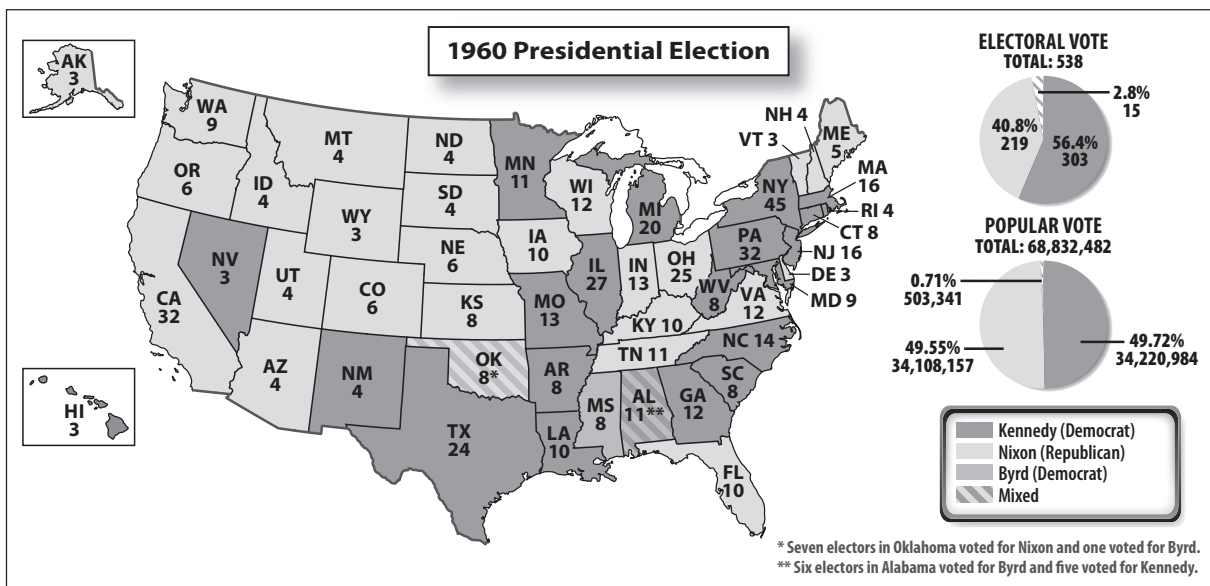
Terms to Know

poverty line income level deemed necessary to acquire the necessities of life

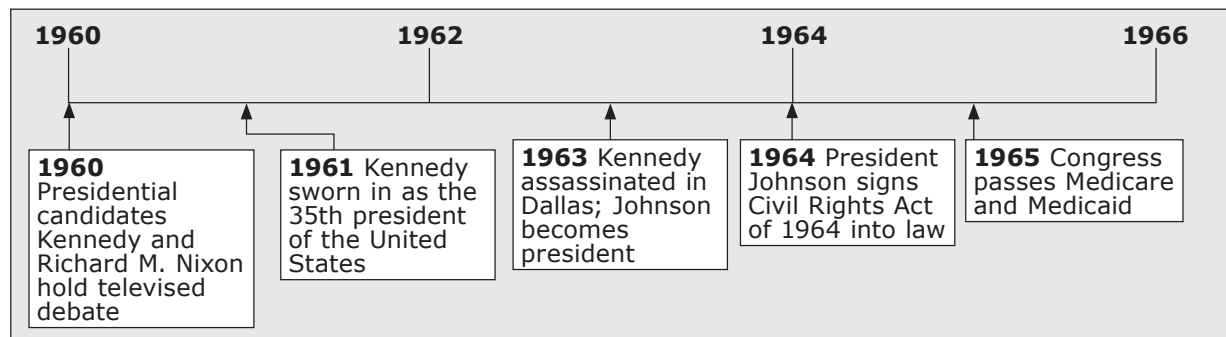
Medicare federal health insurance program mainly for older people

Medicaid federal-state health insurance program for low-income people

Where in the world?



When did it happen?



The Civil Rights Era**Lesson 2** Kennedy and Johnson, *Continued***Kennedy and the New Frontier**

In 1960 there was a presidential election. The Republican candidate was Richard M. Nixon. He was serving as Vice President for President Eisenhower. Nixon promised to continue Eisenhower's policies. Democrat Senator John F. Kennedy ran against Nixon. Kennedy promised new programs which would "get the country moving again."

Polls showed that Nixon was ahead of Kennedy for much of the race. One reason was that Kennedy was Roman Catholic. Many Americans did not want a Catholic president. They were afraid Kennedy would be more loyal to his church than to the country. Kennedy promised that his religious beliefs would not control his actions.

Kennedy was born into a wealthy and powerful family. His father had served as an ambassador to Great Britain at the start of World War II. Kennedy served in the U.S. Navy during World War II. He became a hero when he saved a crew member after the Japanese attacked and sank their boat. After the war, Kennedy won a seat in the U.S. Congress. Six years later he won a seat in the U.S. Senate. He was reelected to the Senate in 1958.

In 1960, a presidential debate was televised for the first time. Nixon was recovering from an illness. He looked tired and sick. Kennedy looked young and handsome. People who listened on the radio thought Nixon won the debate. But the millions who watched on TV thought Kennedy won. It was an important moment in the campaign.

Almost 70 million people voted. The election was very close. Kennedy won 49.7% of the people's votes. Nixon won 49.5%. Kennedy won the election with 303 electoral votes to 219 for Nixon.

In his inaugural address, Kennedy promised to face the nation's challenges. He inspired many Americans to take action to help the country. He said, "And so my fellow Americans: ask not what your country can do for you—ask what you can do for your country."

Kennedy pushed a program called the "New Frontier." This was mostly social reforms. He wanted more federal money for education and the poor. But Congress did not want to provide money for expensive programs. Kennedy also supported a civil rights bill. It passed the House, but not the Senate.

On November 22, 1963, Kennedy visited Dallas Texas. As his open car rode through the city, Kennedy was shot and

**Marking the Text**

- Underline sentences in the text that describe American reactions to the possibility of a Catholic president. How did Kennedy respond?

**Critical Thinking**

- How did television help Kennedy win the election?

**Reading Check**

- What programs did Kennedy propose as part of the New Frontier?

The Civil Rights Era

Lesson 2 Kennedy and Johnson, *Continued*



Defining

4. Define the terms below:

poverty line

Medicare

Medicaid



Identifying

5. Name three of Johnson's Great Society programs.



Reading Check

6. What was the purpose of the Job Corps?

killed. Vice President Lyndon B. Johnson immediately became president.

Americans were stunned and grief-stricken. Lee Harvey Oswald was charged with the murder. He was shot and killed on the way from one jail to another. Some people thought Kennedy's killing was planned by more than one person. The government appointed a commission to investigate. It ruled that Oswald acted alone.

Johnson's Great Society

Johnson shared many of Kennedy's goals. He wanted to reduce poverty, promote civil rights, and improve education. Johnson called for a "Great Society," which was made up of many programs. He was able to get many of them passed by Congress.

Johnson declared the War on Poverty. It involved programs to help people who lived below the **poverty line**. This is the minimum income needed to to get necessities such as food, clothing, and shelter. Head Start provided preschool education for poor children. The Job Corps trained young people.

In 1965, Congress passed two programs related to health care. **Medicare** provided health insurance for older Americans. **Medicaid** provided health insurance to poor people.

Great Society

- Head Start—preschool education for poor children
- Job Corps—job training for young people
- Medicare—health insurance program for older Americans
- Medicaid—health insurance program for poor Americans

Johnson also wanted to rebuild older cities and improve education. In 1966, Congress created the Department of Housing and Urban Development or HUD. It supported public housing for poor people. The Model Cities program helped rebuild cities. The Elementary and Secondary Education Act of 1965 helped schools.

Johnson supported civil rights for all Americans. He pushed Congress to pass the Civil Rights Act of 1964. It was the strongest civil rights act in history. It banned

The Civil Rights Era**Lesson 2** Kennedy and Johnson, *Continued*

discrimination in jobs, voting, and public places. It also banned discrimination based on race, gender, religion, and national origin.

Social Reforms	
Kennedy	Johnson
<ul style="list-style-type: none"> • "New Frontier" • Federal aid to education • Federal aid for poor people • Civil rights bill • Most programs were not passed 	<ul style="list-style-type: none"> • "Great Society" • War on Poverty • Health insurance for elderly and poor people • Support for public housing for poor people • Civil Rights Act of 1964 • Most programs were passed

Check for Understanding

What happened to President Kennedy's social reforms?

List two of President Johnson's social reforms.

1.

2.



7. Use a two-tab Foldable and place it along the dotted line to cover Check for Understanding. Write the title *Programs for Social Reform* on the anchor tab. Label the left tab *J. F. Kennedy's "New Frontier"*, and the right tab *L.B. Johnson's "Great Society."* On the front and back of the tabs, write two things you remember about each. Use your memory list to help answer Check for Understanding.

The Civil Rights Era

Lesson 3 Civil Rights in the 1960s

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

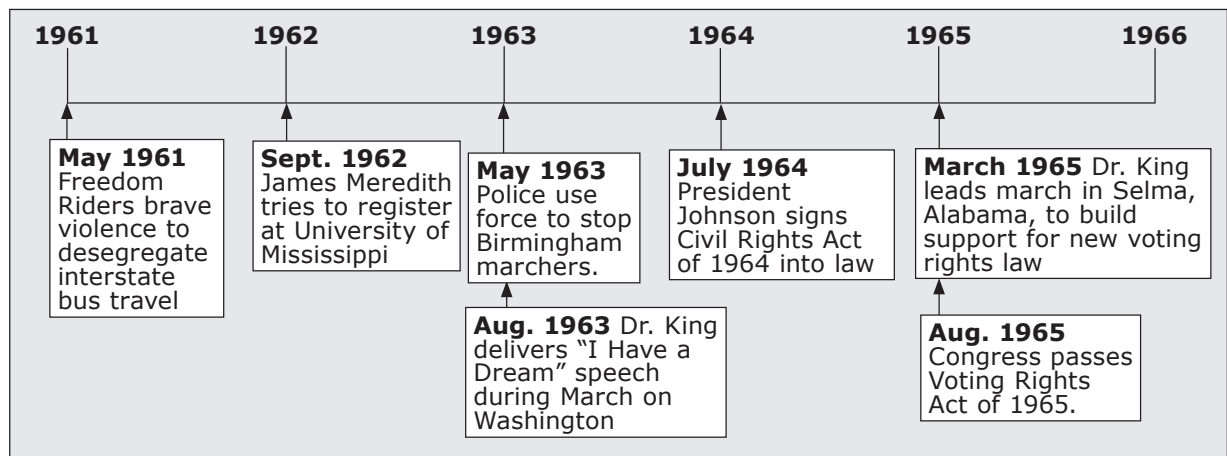
1. *What leaders and groups emerged during the civil rights movement?*
2. *Why did some African American leaders disagree with Dr. King's nonviolent protest?*

Terms to Know

sit-in the act of protesting by sitting down, commonly used as a method of nonviolent protest

interstate moving between two or more states

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	What type of discrimination did African Americans face in the North?	
	Who were the Freedom Riders?	
	What important groups worked for civil rights during this period?	
	What was Black Power?	

The Civil Rights Era

Lesson 3 Civil Rights in the 1960s, *Continued*

The Growing Civil Rights Movement

Discrimination was common in the North, too. African Americans began to fight it there as well as in the South. Students staged sit-ins against stores that practiced segregation. At a **sit-in**, people protest by sitting down. The sit-ins made many stores decide to integrate. Ella Baker was a civil rights activist who helped students create their own civil rights group. The students started the Student Nonviolent Coordinating Committee (SNCC). It became an important civil rights organization.

The Congress of Racial Equality (CORE) wanted to see if a Supreme Court ruling was being followed. The Court had ruled that segregated buses and bus stations were not allowed. Some CORE members left Washington, D.C., in May 1961. They headed to New Orleans on buses. They called themselves Freedom Riders.

In Alabama, angry whites beat the Freedom Riders. In Mississippi, the riders tried to enter a whites-only waiting room at the bus station. They were arrested. Still, the Freedom Rides continued all summer. In the fall, the federal government took steps to enforce the ban on segregated buses. All **interstate** buses, or buses that crossed state lines, could not be segregated.

In 1962 a federal court ordered the University of Mississippi to admit James Meredith. He would be their first African American student. Mississippi state police kept Meredith from registering. Federal marshals came to help and protect Meredith. Riots broke out and two people were killed. In June 1963, Alabama governor George Wallace promised to block integration at the University of Alabama. President Kennedy sent the Alabama National Guard to make sure African Americans could register. Wallace backed down.

In the spring of 1963, protests were held in Birmingham, Alabama. The protests were against segregation. Dr. Martin Luther King, Jr., and hundreds of others were arrested. National television showed police attacking unarmed demonstrators. President Kennedy sent troops to restore peace. On June 11, 1963, Medgar Evers, an NAACP official, was murdered. Days later, the president introduced new civil rights legislation.

Dr. King and the Southern Christian Leadership Conference (SCLC) organized a march to support the civil rights bill. The march took place on August 28, 1963.



Marking the Text

- Underline the sentence that describes the results of early sit-ins. Where were most sit-ins held?



Critical Thinking

- What was the goal of the Freedom Riders?



Reading Check

- Why were the protests in Birmingham so important to the progress of the civil rights movement?

The Civil Rights Era

Lesson 3 Civil Rights in the 1960s, *Continued*

FOLDABLES®



Summarizing

4. Use a two-tab Foldable and place it vertically along the dotted line to cover the two paragraphs beginning "During the summer of 1964, ..." Write the title *Voting* on the anchor tab. Label the two tabs *Freedom Summer* and *Voting Rights Act 1965*. List facts that you learned about each on the front of the tabs and summarize the effects on the reverse sides.



Identifying

5. Who was Stokely Carmichael?
- _____
- _____



Marking the Text

6. Underline the sentences that tell why the Black Panther Party was formed.

More than 200,000 people marched in Washington, D.C. The march was peaceful. At the march, Dr. King delivered his powerful "I Have a Dream" speech.

During the summer of 1964, thousands of civil rights workers went to the South. They helped African Americans register to vote. They called the campaign "Freedom Summer." The workers sometimes met with violence.

The next year demonstrators in Selma, Alabama, protested for the right to vote. Police attacked them. President Johnson stepped in. He urged the passage of the Voting Rights Act of 1965. The act gave the federal government more power. It would be able to force local officials to allow African Americans to register to vote. This led to dramatic political changes throughout the South. Many more African Americans voted and were elected to office.

SNCC=Student Nonviolent Coordinating Committee: a civil rights organization created by students

CORE=Congress of Racial Equality: tested United States Supreme Court ruling about segregated public bus stations

SCLC=Southern Christian Leadership Conference: organized march to Washington in support of the civil rights bill

Different Views

Some African Americans wanted change to go more quickly. Malcolm X became an important voice for these African Americans. He first thought that African Americans should separate themselves from whites. Then he changed his ideas and called for "white-black brotherhood." Soon afterwards, he was murdered by rivals.

There were other, more radical leaders. Stokely Carmichael promoted Black Power. This idea said that African Americans should be proud of their race. They should create their own culture and change society. It became popular in poor city neighborhoods. The Black Panther Party was formed in California. They were angry about poverty and lack of jobs. They demanded reforms. Leaders were involved in several clashes with police.

The Civil Rights Era**Lesson 3** Civil Rights in the 1960s, *Continued***Malcolm X**

- thought African Americans should separate from whites
- changed his mind and spoke for brotherhood between blacks and whites

Black Power

- promoted by Stokely Carmichael
- said African Americans should be proud of their race
- sometimes led to armed resistance against police

In the summer of 1965, people rioted in the Watts section of Los Angeles. It was the first of several race riots over the next few summers. Major riots happened in Newark, New Jersey, and Detroit, Michigan. Many people died and millions of dollars in property was destroyed.

On April 4, 1968, Dr. Martin Luther King, Jr., was murdered. He was in Memphis, Tennessee, to lead a march. His murder set off riots around the country. Millions mourned the death of this American hero.

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Check for Understanding

Name two African American leaders who promoted change using methods that differed from Dr. King's philosophy.

1. _____
2. _____

What do you think triggered race riots in the mid- to late 1960s?

**Describing**

7. How did people react to the murder of Dr. Martin Luther King, Jr.?



8. Use a three-tab Venn diagram Foldable and place it along the dotted line to cover the Check for Understanding. Write the title *Compare and Contrast* on the anchor tab. Label the left tab *Non-violent Protests*, the middle tab *Both*, and the right tab *Violent Protests*. On both sides, write what you remember about each as you compare and contrast the different approaches to civil rights. Use the Foldable to help answer Check for Understanding.

The Civil Rights Era

Lesson 4 Other Groups Seek Rights

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

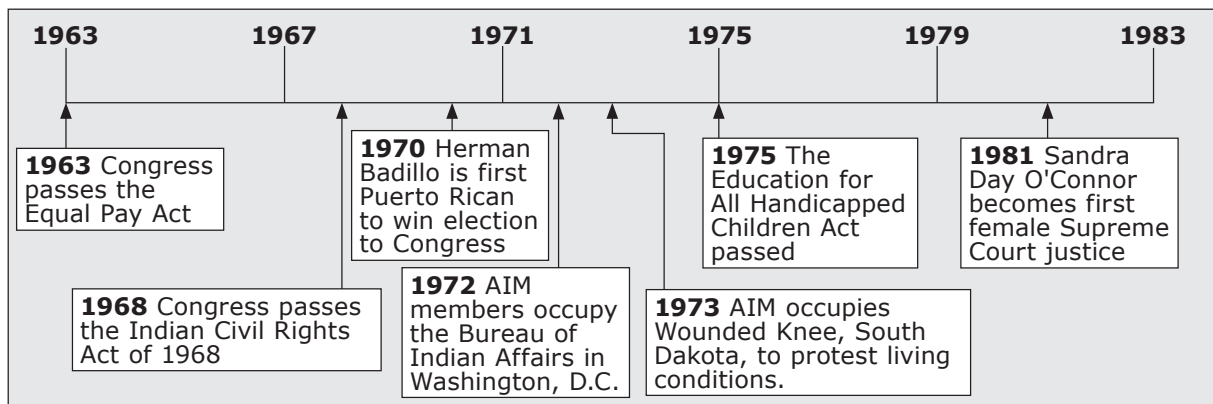
1. *How were American women influenced by the civil rights movement?*
2. *What other groups struggled for equality?*

Terms to Know

feminist activist for women's rights

Latino person with family background from Latin America or Spain

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	How did women's pay compare with men's pay for the same job before the 1960s?	
	Why were some women opposed to the Equal Rights Amendment?	
	From what countries have America's Latino population come?	
	What types of actions did Native Americans take to gain equal rights?	

The Civil Rights Era

Lesson 4 Other Groups Seek Rights, *Continued*

The Battle for Women's Rights

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The civil rights movement helped women and other groups. In 1963 Congress passed the Equal Pay Act. This act barred employers from paying women less than men for the same work. The same year, *The Feminine Mystique* was published. In this book, Betty Friedan described women's hopes for greater opportunities.

In 1966 **feminists** created the National Organization for Women (NOW). Feminists are activists for women's rights. NOW fought for equal rights for women in jobs, education, marriage, and other parts of life.

In the 1970s, NOW campaigned for an Equal Rights Amendment (ERA) to the Constitution. The amendment would have given women equal rights under the Constitution. Phyllis Schlafly and other people were against the ERA. They argued that it would lead to the breakdown of the family. In the end, not enough states voted for the ERA to make it law.

Feminists

- wanted equality for women in all areas of life: jobs, education, marriage

Opponents

- believed that equality for women would cause the family to fall apart

Still, the women's movement made progress. Women gained more job opportunities. More women rose to high-level jobs and became doctors and lawyers. They filled more political offices. In 1981 Sandra Day O'Connor became the first female justice of the U.S. Supreme Court.

Women's Rights Movement

- National Organization for Women (NOW) organized 1966
- Support for Equal Rights Amendment (ERA) not successful
- Gained more job opportunities
- More women rose to high-level jobs
- More women in government offices
- Sandra Day O'Connor became first female Supreme Court justice 1981

FOLDABLES®

? Explaining

1. Use a one-tab Foldable and place it along the dotted line under the heading "The Battle for Women's Rights." Write *Civil Rights & Women* on the anchor tab. Explain and list examples of how women's rights were helped by the National Organization for Women (NOW). Use both sides of the tab.

? Analyzing

2. Why did Betty Friedan write *The Feminine Mystique*?

✓ Reading Check

3. What was the purpose of the Equal Pay Act?

The Civil Rights Era

Lesson 4 Other Groups Seek Rights, *Continued*



Analyzing

4. In what ways were the United Farm Workers successful?



Analyzing

5. Why did many Cubans come to the United States?



Comparing

6. How were the lives of Latinos, Native Americans, and Americans with disabilities similar before the 1960s?

Expanding Opportunities

Latinos, or Hispanics, are people who have a family background from Latin America or Spain. The Latino population in the United States has grown quickly. It rose from 3 million in 1960 to about 50 million in 2010.

In the 1960s, the Latino population also sought equal rights. They fought against discrimination in schools, courts, and government.

The largest Latino group in the United States comes from Mexico. Americans of Mexican background have lived in the United States since before it was founded. Many Mexican Americans came in the early 1960s. By 2010, over 30 million Mexican Americans lived in the United States.

Mexican American migrant farm workers formed the United Farm Workers (UFW). This union fought for better wages and working conditions. Led by César Chávez, the UFW went on strike. To support the unions, people refused to buy certain food products. For example, in 1965, 17 million people refused to buy grapes. These boycotts helped the union win higher wages and shorter working hours.

Latinos have a wide variety of histories. People who live in Puerto Rico are U.S. citizens. But many have moved to American cities in search of jobs. Like African Americans, Puerto Ricans suffered from job discrimination. Puerto Ricans have also had a great influence on American history and culture. Herman Badillo was the first Puerto Rican to win a seat in Congress in 1970.

Fidel Castro set up a Communist government in Cuba in 1959. Many Cubans have come to the United States to escape his government. More than 200,000 Cubans fled to the United States in the 1960s. Thousands more came in the 1980s. The largest number of Cubans settled in southern Florida.

In the 1960s, Native Americans came together and demanded political power. Tribal government had been weakened since the end of World War II. Many Native Americans left reservations but could not find jobs in cities. More than one-third of Native Americans lived in poverty. In response, Congress passed the Indian Civil Rights Act of 1968. This act protected Native Americans' constitutional rights. It also recognized the right of Native American nations to make laws for their reservations.

In 1968 a group of young Native Americans set up the American Indian Movement (AIM) to work for equal rights

The Civil Rights Era

Lesson 4 Other Groups Seek Rights, *Continued*

and better living conditions. They organized several important protests. In 1969 members occupied Alcatraz Island, a former prison in San Francisco Bay. They took over the building to demand attention for Native American rights. They surrendered in 1971. They took over the Bureau of Indian Affairs in Washington, D.C., in 1972. In 1973, they occupied land on the Sioux reservation at Wounded Knee, South Dakota. This protest left several people dead. The Native American protests focused attention on the poor living conditions for many Native Americans.

Native American Goals

- more control over reservation lands and laws
- improvement of living conditions
- equal protection under the Constitution
- more job opportunities

People with disabilities also sought equal treatment. Congress responded by passing several laws. One law required that public buildings remove barriers that made it difficult for disabled people to use them. Other laws created more job opportunities for disabled people and ensured equal education for disabled children.

//////////Glue Foldable here//////////

Check for Understanding

List two ways you think the civil rights movement helped all groups struggling for equality.

1. _____
2. _____

List three organizations that worked for equal rights during this period and the groups they represented.

1. _____
2. _____
3. _____



Reading Check

7. Why did the American Indian Movement form?



8. Use a three-tab Foldable and place it along the dotted line to cover Check for Understanding. Write the title *Equal Rights Organizations* on the anchor tab. Label the three tabs *National Organization for Women*, *United Farm Workers*, and *American Indian Movement*. On both sides of the tabs, write what you remember about the goals of each organization. Use your Foldable to help answer Check for Understanding.