

Chapter Summary

Section 1: Early Demands for Equality

- The postwar period brought prosperity to many, but African Americans were still treated as second-class citizens. African Americans organized to gain equality and the NAACP worked to overturn segregation through the courts.

Section 2: The Movement Gains Ground

- In the 1960s, black and white students marched in nonviolent demonstrations for equality for African Americans. Martin Luther King, Jr.'s leadership helped persuade Congress to pass landmark civil rights legislation.



Chapter Summary (continued)

Section 3: New Successes and Challenges

- As the civil rights movement defeated legalized segregation throughout the nation, it also experienced changes. Some leaders advocated radical, sometimes even violent, action. African Americans continued to work for equality through the courts and Congress.

Objectives

- Describe efforts to end segregation in the 1940s and 1950s.
- Explain the importance of *Brown v. Board of Education*.
- Describe the controversy over school desegregation in Little Rock, Arkansas.
- Discuss the Montgomery bus boycott and its impact.



Terms and People

- **de jure segregation** – segregation that is imposed by law
- **de facto segregation** – segregation by unwritten custom or tradition
- **Thurgood Marshall** – African American lawyer who led the legal team that challenged segregation in the courts; later named a Supreme Court justice

Terms and People (continued)

- **Earl Warren** – Supreme Court Chief Justice who wrote the decision that ended segregation in public schools
- **Civil Rights Act of 1957** – law that established a federal Civil Rights Commission
- **Rosa Parks** – African American woman arrested in Montgomery, Alabama, for refusing to give up her bus seat to a white person, leading to a prolonged bus boycott

Terms and People (continued)

- **Montgomery bus boycott** – a 1955-1956 protest by African Americans in Montgomery, Alabama, against racial segregation in the bus system
- **Martin Luther King, Jr.** – Baptist preacher and civil rights leader who advocated nonviolent protest against segregation



How did African Americans challenge segregation after World War II?

African Americans were still treated as second-class citizens after World War II.

Their heroic effort to attain racial equality is known as the civil rights movement. They took their battle to the street, in the form of peaceful protests, held boycotts, and turned to the courts for a legal guarantee of basic rights.

Despite their service in World War II, segregation at home was still the rule for African Americans.

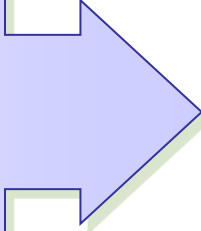
de jure segregation

- in the South
- separate but equal
- segregation in schools, hospitals, transportation, restaurants, cemeteries, and beaches

de facto segregation

- in the North
- discrimination in housing
- discrimination in employment
- only low-paying jobs were available

World War II set the stage for the rise of the modern civil rights movement.



- Discrimination in the defense industries was banned in 1941.
- Truman **desegregated the military** in 1948.
- Jackie Robinson became the **first African American to play major league baseball**.
- CORE was created to end racial injustice.

African American veterans were unwilling to accept discrimination at home after risking their lives overseas.



Written by Chief Justice **Earl Warren**,
the *Brown v. Board of Education* decision said:



- Segregated public education violated the Fourteenth Amendment.
- “Separate but equal” had no place in public education.

The *Brown v. Board of Education* ruling was significant and controversial.

In a second decision, *Brown II*, the courts urged implementation of the decision “with all deliberate speed” across the nation.

About 100 white Southern members of Congress opposed the decision; in 1956 they endorsed “The Southern Manifesto” to lawfully oppose *Brown*.

The *Brown* decision also met resistance on the local and state level.

In Little Rock, Arkansas, when nine African American students tried to enter Central High, the governor had the National Guard stop them.

President Eisenhower had to send in troops to enforce the *Brown* decision.



Elizabeth Eckford tries to enter Central High.

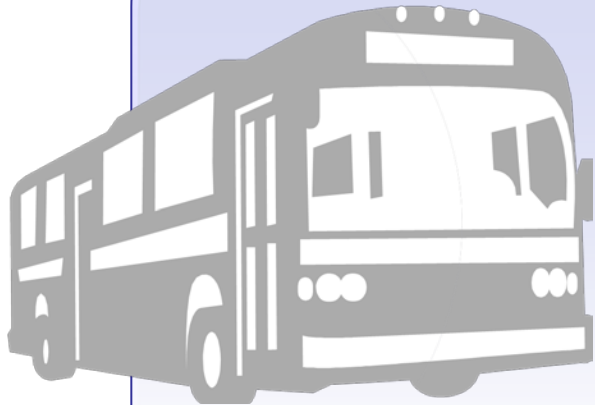
Some civil rights activists took direct action.

In Montgomery, Alabama, **Rosa Parks** was arrested for refusing to give up her bus seat to a white person.

This sparked a boycott to integrate public transportation.

The black community walked or carpooled to work rather than take public transportation.

The **Montgomery bus boycott** launched the modern civil rights movement.



- **Martin Luther King, Jr.'s** inspiring speech at a boycott meeting propelled him into the leadership of the nonviolent civil rights movement.
- The black community continued its **bus boycott for more than a year** despite threats and violence.

In 1956, the Supreme Court ruled that **segregated busing was unconstitutional** and the boycott ended.

The bus boycott was a tremendous and exciting victory for African Americans.

- It proved that they could work together and demand change.
- It inspired King and Ralph Abernathy, another Montgomery minister, to **establish the Southern Christian Leadership Conference (SCLC)** to continue the nonviolent struggle for civil rights.

But even with these victories, discrimination and segregation remained widespread.

Objectives

- Describe the sit-ins, freedom rides, and the actions of James Meredith in the early 1960s.
- Explain how the protests at Birmingham and the March on Washington were linked to the Civil Rights Act of 1964.
- Summarize the provisions of the Civil Rights Act of 1964.



Terms and People

- **sit-in** – a form of protest where participants sit and refuse to move
- **SNCC** – the Student Nonviolent Coordinating Committee, a grass-roots civil rights organization
- **freedom ride** – 1961 protest by activists who rode buses through southern states to test the ban on rider segregation on interstate buses
- **James Meredith** – black Air Force veteran who enrolled at the all-white University of Mississippi

Terms and People (continued)

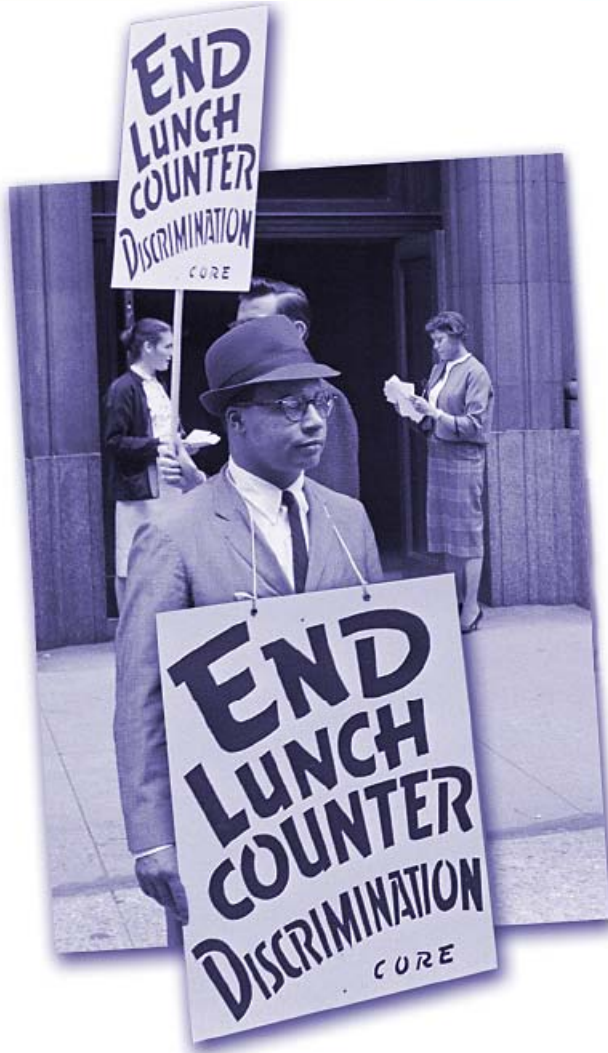
- **Medgar Evers** – civil rights activist instrumental in the effort to desegregate the University of Mississippi
- **March on Washington** – 1963 demonstration in which 200,000 people rallied for economic equality and civil rights
- **filibuster** – tactic by which senators give long speeches in order to delay action on legislation
- **Civil Rights Act of 1964** – outlawed discrimination in public places and employment based on race, religion, or national origin



How did the civil rights movement gain ground in the 1960s?

Through victories in the courts and the success of sit-ins and other nonviolent protests, African Americans slowly began to win their battle for civil rights.

But it was the landmark Civil Rights Act of 1964 that signaled a dramatic change in race relations by outlawing discrimination based on race, religion, or national origin.



Student activists engaged in nonviolent civil disobedience to create change.

- Students staged **sit-ins**.
- Students formed their own organization, the Student Nonviolent Coordinating Committee (**SNCC**), to continue to work for equal rights.

Students also organized **freedom rides** to protest segregation on the interstate transportation system.

The Supreme Court had already ruled that segregation on interstate buses and waiting rooms was illegal.

- Freedom riders **tested** the federal government's **willingness to enforce the law**.
- Some of the **buses and riders were attacked** by angry pro-segregationists.
- **President Kennedy** intervened, ordering police and state troopers to protect the riders and **mandating the desegregation of the interstate system**.

In September 1962, Air Force veteran **James Meredith** tried to enroll at the all-white University of Mississippi.

- The federal courts ordered the school to desegregate in 1962.
- Mississippi's governor resisted, creating a stand-off between the federal government and the state government.
- When Meredith arrived on campus, a riot ensued; two men were killed in the fighting.



Once again, President Kennedy intervened, assigning federal marshals to protect Meredith.

- Meredith graduated from the University of Mississippi in 1963. He later obtained a law degree from Columbia University.
- Tragically, civil rights activist **Medgar Evers**, who was instrumental in helping Meredith gain admittance to "Ole Miss," was murdered in June 1963.

In the spring of 1963, civil rights leaders focused their efforts on the South's most segregated city—Birmingham, Alabama.

- Initially, the protests were nonviolent, but they were still prohibited by the city.
- City officials used police dogs and fire hoses against the protestors.
- Rev. Martin Luther King, Jr., himself was arrested for violating the prohibition.



Reaction to the Birmingham protests was overwhelming.

Shocked Americans demanded that President Kennedy take action to end the violence.

Calling it a "moral issue," Kennedy proposed sweeping civil rights legislation.

Civil rights leaders held a **March on Washington** to pressure the government to pass the President's bill.

On August 28, 1963, hundreds of thousands of people from all around the country gathered in Washington, D.C., to demonstrate.

As millions more watched on television, Rev. Martin Luther King, Jr., stood before the Lincoln Memorial and delivered his unforgettable "I Have a Dream" speech.



In September 1963, less than three weeks after the march, a bomb exploded in the church that headquartered the SCLC in Birmingham.

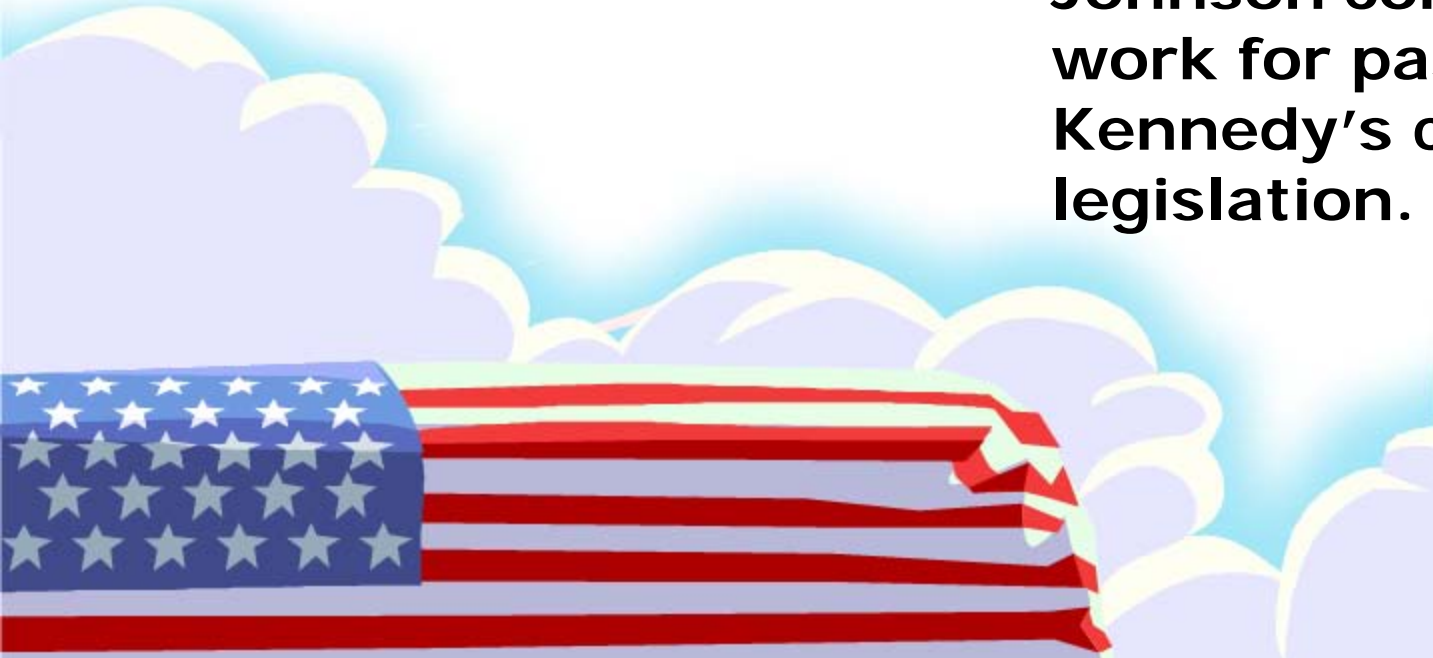


Four young African American girls were killed.

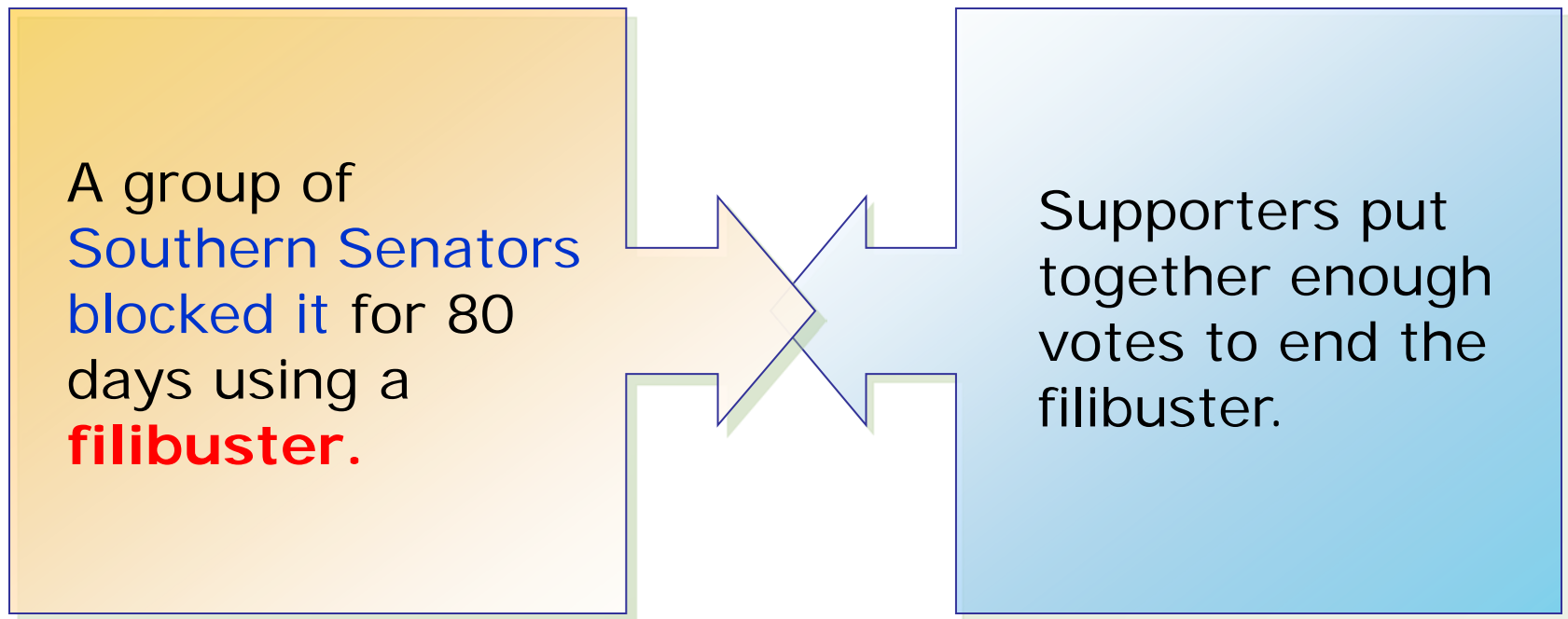
On November 22, 1963, President Kennedy was assassinated.

Vice President Lyndon B. Johnson assumed the presidency.

Johnson continued to work for passage of Kennedy's civil rights legislation.



The legislation passed in the House of Representatives, but faced even more opposition in the Senate.



The measure finally passed in the Senate.

In July, the **Civil Rights Act of 1964** was signed into law.



- Banned segregation in public accommodations.
- Gave government the power to desegregate schools.
- Outlawed discrimination in employment.
- Established the Equal Employment Opportunity Commission.

Objectives

- Explain the significance of Freedom Summer, the march on Selma, and why violence erupted in some American cities in the 1960s.
- Compare the goals and methods of African American leaders.
- Describe the social and economic situation of African Americans by 1975.



Terms and People

- **Freedom Summer** – 1964 effort to register African American voters in Mississippi
- **Fannie Lou Hamer** – one of the leaders of the Mississippi Freedom Democratic Party
- **Voting Rights Act** – law that banned literacy tests and empowered the federal government to oversee voter registration
- **Twenty-fourth Amendment** – constitutional amendment that banned the poll tax as a voting requirement

Terms and People (continued)

- **Kerner Commission** – group appointed by President Johnson to determine the causes of the race riots in American cities in the 1960s
- **Malcolm X** – African American radical leader
- **Nation of Islam** – African American religious organization that advocated separation of the races
- **black power** – a 1960s movement that urged African Americans to use their collective political and economic power to gain equality
- **Black Panthers** – an organization of militant African Americans founded in 1966



What successes and challenges faced the civil rights movement after 1964?

Even after the Civil Rights Act of 1964 passed, conditions did not improve drastically for most African Americans.

Impatience with the slow pace of change led to radical behavior. Riots occurred in many cities. After Martin Luther King Jr.'s assassination, more civil rights legislation was passed, but new challenges also arose.

In 1964, many African Americans were still denied the right to vote.

Southern states used literacy tests, poll taxes, and intimidation to prevent African Americans from voting.



The major civil rights groups decided to end this injustice.

In the summer of 1964, the SNCC enlisted 1,000 volunteers to help African Americans in the South register to vote.

- Three campaign volunteers were murdered, but other volunteers were not deterred.
- From this effort, the Mississippi Freedom Democratic party (MFDC) was formed as an alternative to the all-white state Democratic party.

The campaign was known as **Freedom Summer**.

A MFDP delegation traveled to the Democratic Convention in 1964 **hoping to be recognized** as Mississippi's only Democratic party.

MFDP member **Fannie Lou Hamer** testified on how she lost her home for daring to register to vote.

Party officials refused to seat the MFDP, but offered a **compromise: two MFDP members could be at-large delegates.**

Neither the MFDP nor Mississippi's regular Democratic delegation would accept the compromise.

In March 1965, Rev. King organized a march on Selma, Alabama, to pressure Congress to pass voting rights laws.

Once again, the nonviolent marchers were met with a violent response.

And once again, Americans were outraged by what they saw on national television.

President Johnson himself went on television and called for a strong voting rights law.

The **Voting Rights Act of 1965** was passed.

- Banned literacy tests
- Empowered the federal government to oversee voter registration and elections in states that discriminated against minorities
- Extended to include Hispanic voters in 1975

African American Voter Registration

(Percentage of voting-age African Americans)

State	1964	1968
Alabama	23.0	56.7
Louisiana	32.0	59.3
Mississippi	6.7	59.4
Texas	57.7	83.1
Virginia	45.7	58.4

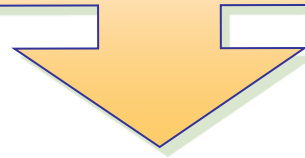
SOURCE: Stanley, Harold W. *Voter Mobilization and the Politics of Race: The South and Universal Suffrage, 1952–1984*

President Johnson also called for a federal voting rights law. The **Twenty-fourth Amendment** to the Constitution, which banned the poll tax, was ratified.

At the same time, Supreme Court decisions were handed down that **limited racial gerrymandering** and established the legal **principle of "one man, one vote."**



The Voting Rights Act stirred growing African American participation in politics. Yet life for African Americans remained difficult.



- **Discrimination and poverty** continued to plague Northern urban centers.
- Simmering **anger exploded into violence** in the summer of 1967.
- Watts in Los Angeles; Newark, New Jersey; and Detroit, Michigan, were the scene of **violent riots**.

Johnson appointed the **Kerner Commission** to determine the cause of the riots.



The Commission found that long-term racial discrimination was the single most important cause of violence.

The commission's findings were controversial. Because of American involvement in the Vietnam War, there was little money to spend on the commission's proposed programs.

In the mid-1960s, new African American leaders emerged who were less interested in nonviolent protests.

One was **Malcolm X**, a minister in the **Nation of Islam**, which called for African Americans to break away from white society.

He led the Nation of Islam until 1964. He was assassinated in 1965.



The **Black Panthers** was a militant group organized to protect blacks from police abuse.

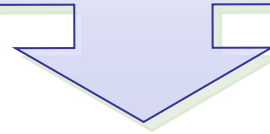


The Black Panthers—

- became the symbol of young militant African Americans.
- created antipoverty programs.
- protested attempts to restrict their right to bear arms.

Several SNCC leaders urged African Americans to use their **black power** to gain equality.

Although he understood their anger,
King continued to advocate nonviolence.



- He created a “**Poor Peoples’ Campaign**” to persuade the nation to do more to help the poor.
- He traveled to Memphis, Tennessee, in 1968 to promote his cause and to lend support to striking sanitation workers.

Martin Luther King, Jr., was assassinated on April 3, 1968, in Memphis.



By the late 1960s, the civil rights movement had made many gains.

increased economic opportunities for African Americans

an African American man was appointed to the Supreme Court

integrated many schools and colleges

eliminated legal segregation

knocked down voting and political barriers

banned housing discrimination

The work continued into later decades.