Chapter 27

The Civil Rights Movement
1945-1975

“What were the causes, main events, and effects of the civil rights movement?”
Objectives

- Describe efforts to end segregation in the 40s and 50s.
- Explain the importance of Brown v. Board of Education.
- Describe the controversy over school segregation in Little Rock, Arkansas.
- Discuss the Montgomery Bus Boycott.
Segregation Divides America
Civil Rights Movement Grows

- World War II was the beginning of the civil rights movement
  - FDR banned discrimination in the defense industry
  - President Truman desegregated the military
- James Farmer founded the Congress of Racial Equality (CORE); advocated non-violent methods to gain civil rights
- Jackie Robinson joined the Brooklyn Dodgers in 1947
Brown v.
Federal and State Governments Clash

- Conflict erupts in Little Rock, Arkansas
- Central High School; nine African American students volunteered to enroll
- Governor Orval Faubus called out the National Guard to block the students
- President Eisenhower sent federal troops to Little Rock to enforce the Court’s decision
- Civil Rights Act of 1957: U.S. Civil Rights Commission
  - Has the power to investigate civil rights violations
Bell Work

- What action is shown in this cartoon? What does it mean?
- Why is the person in chains African American?
- Do you think the cartoonist was for or against the Supreme Court’s decision in Brown v. Board of Education? Explain.
Montgomery Bus Boycott

- In 1955 Rosa Parks refused to give up her seat to a white man
- Boycott – African Americans did not ride the bus system until segregation on buses changed
- Martin Luther King, Jr. became spokesperson
- Supreme Court ruled bus segregation illegal
Martin Luther King, Jr.
Ministers Form SCLC

- Montgomery bus boycott showed the power of unity
- Elevated King and nonviolence
- King and Ralph Abernathy established the Southern Christian Leadership Conference
1947 – Jackie Robinson becomes the first African American to play major league baseball

1954 – Brown v. Board of Education ruling desegregates public schools

1954 – Hernandez v. Texas decision ends exclusion of Mexican Americans from jury duty

1955 – African Americans begin boycott of city buses in Montgomery, Alabama

1957 – Nine African American students enroll at Central High School in Little Rock, Arkansas

1957 – Congress passes the Civil Rights Act of 1957
King’s Philosophy of NONVIOLENT PROTEST

For Martin Luther King, Jr., the strategy of nonviolent protest had diverse roots. As the son and grandson of Baptist preachers, King absorbed the teachings of Jesus at an early age. Later, a deep interest in philosophy led him to explore the writings of the American author Henry David Thoreau, who advocated civil disobedience, or refusing to obey unjust government or laws. Mohandas Gandhi was another critical influence on King. During India’s struggle for independence from British rule, Gandhi expanded on Thoreau’s approach, preaching nonviolence as the only way to achieve victory against much stronger foes.

King was a Baptist preacher with a deep faith in God and in the teachings of Jesus.

“In the midst of … dangers I have felt an inner calm and known resources of strength that only God could give…. I have felt the power of God transforming the fatigue of despair into the buoyancy of hope.”

King read Thoreau’s Essay on Civil Disobedience.

“Fascinated by the idea of refusing to cooperate with an evil system, I was so deeply moved that I reread the work several times. This was my first intellectual contact with the theory of nonviolent resistance.”

Gandhi’s tactics inspired King.

“It was in this Gandhian emphasis on love and nonviolence that I discovered the method for social reform that I had been seeking.”

Thinking Critically
1. Apply Information How did King put his belief in nonviolence into practice in the Montgomery bus boycott?
2. Draw Conclusions What are the advantages and disadvantages of nonviolent protest?
Sit-Ins

- 1943, Jack Spratt Coffee House in Chicago; used by CORE
- 1960, four students from NC A&T sat at Woolworth’s counter in Greensboro, NC
SNCC Promotes Nonviolent Protest

- Sit-ins marked new militancy
- Ella Baker helped organize the Student Nonviolent Coordinating Committee (SNCC)
- Goal to create a grass-roots movement to involve all classes of African Americans to attain equality
Freedom Rides

- **Boynton v. Virginia** 1960, integrated bus waiting rooms and restaurants
- 1961, bus left Washington, D.C.; Anniston, AL, bus attacked and firebombed; riders were beaten
- Resulted in desegregation of all transportation
In 1961, a group of freedom riders set out to challenge segregation in buses and bus terminals in the South.


B May 14: Attacks in Alabama Riders travel in two groups through Alabama. Outside of Anniston, one bus is firebombed. A mob attacks the second bus in Birmingham.

C May 20: Federal marshals arrive. Riders meet more violence when they reach Montgomery. U.S. marshals are sent in.

D May 24: Mass arrests Troops escort riders to Jackson, where they are arrested and sent to jail.

New volunteers kept the freedom rides going. By the end of the summer, more than 300 had been arrested.

Freedom rider James Zwerg reels after being beaten in Montgomery.

Thinking Critically
1. Analyze Information Why do you think the freedom riders chose the route that they did?
2. Draw Inferences Do you think they anticipated the opposition they encountered?
Integration at “Ole Miss”

- James Meredith, Air Force veteran
- Supreme Court upheld Meredith’s admission to University of Mississippi
- Governor Ross Barnett blocked the way to the admissions office
- Violence erupted; two killed with hundreds hurt
- President Kennedy sent army troops to restore order and marshals escorted him to class
James Meredith
Birmingham Jail

- Martin Luther King, Jr. held protest marches and sit-ins
- Charged with parading without a permit, “Bull” Conner, the police commissioner, arrested King and other demonstrators
- King was released after a week and adds children to the marchers; Connor arrested more than 900 children
- Police use high-pressure fire hoses and dogs
- TV coverage focused attention on protesters
- City facilities are desegregated
“Bull” Connor

Unwittingly, he and his city brought millions of people to the Negro’s side.
Kennedy on Civil Rights

- Persuaded Georgia judge to release King on bail, resulting in increasing African American vote in 1960 election
- Embarrassed by world’s response to Freedom Rides in 1961
- Proposed civil rights bill, but southern segregationists in Congress kept it from coming up for a vote
March on Washington

- August 1963; organized by A. Philip Randolph
- Many leaders and celebrities took part
- Speech by Martin Luther King, Jr.
- “I have a dream...”
The March on Washington
Johnson on Civil Rights

• Civil Rights Act of 1964:
  (1) Banned use of different voter registration standards
  (2) Prohibited discrimination in public areas
  (3) Allowed the withholding of federal funds
  (4) Banned discrimination on the basis of race, sex, religion, or national origin
  (5) Created the Equal Employment Opportunity Commission (EEOC) to investigate charges of job discrimination
Use the list and your knowledge of social studies to answer the following questions.

**Provisions of the Civil Rights Act of 1964**

- Banned segregation in public accommodations
- Gave the federal government the ability to compel state and local school boards to desegregate their schools
- Allowed the Justice Department to prosecute individuals who violated the civil rights of others
- Outlawed discrimination in employment based on race, color, sex, or national origin
- Established the Equal Employment Opportunity Commission (EEOC), which is responsible for investigating charges of job discrimination and for enforcing the above provisions

1. In what way did the Civil Rights Act of 1964 affect employment in the United States?
   - A. It gave employers the right to discriminate against people based on race.
   - B. It gave employees the right to organize unions.
   - C. It outlawed job discrimination and created the EEOC to investigate charges of job discrimination.
   - D. It gave the federal government the right to desegregate public schools.

2. Which of the following events in the Civil Rights movement preceded the Civil Rights Act of 1964?
   - A. The Supreme Court ruled that segregation in public schools was unconstitutional.
   - B. Rosa Parks refused to give up her seat to a white passenger on a bus in Alabama.
   - C. Dr. Martin Luther King delivered his “I Have a Dream” speech at The March on Washington.
   - D. all of the above
Freedom Summer - 1964

- Voter registration drive in Mississippi
- A thousand volunteers came to register African Americans to vote
- Three men were reported missing and found buried in an earthen dam
- Each had been beaten to death
- 80 mob attacks (KKK)
- Churches and homes burned
The FBI is seeking information concerning the disappearance, at Philadelphia, Mississippi, of these three individuals on June 21, 1964. An extensive investigation is being conducted to locate Goodman, Chaney, and Schwerner, who are described as follows:

**Andrew Goodman**
- Race: White
- Sex: Male
- Age: 21
- Height: 5'11"
- Weight: 135 pounds
- Hair: Dark brown, wavy
- Eyes: Brown
- Scars and Marks: None

**James Earl Chaney**
- Race: Black
- Sex: Male
- Age: 21
- Height: 5'7"
- Weight: 145 to 154 pounds
- Hair: Black
- Eyes: Brown
- Scars and Marks: None

**Michael Henry Schwerner**
- Race: White
- Sex: Male
- Age: 24
- Height: 5'8" to 5'10"
- Weight: 180 to 190 pounds
- Hair: Light brown, wavy
- Eyes: Blue
- Scars and Marks: Birthmark on forehead, slight scar on tip of nose, epidermocele right upper leg.

Should you have or in the future receive any information concerning the whereabouts of these individuals, you are requested to notify me or the nearest office of the FBI. Telephone number is listed below.

June 29, 1964

[Signature]

Director
FBI
United States Department of Justice
Washington, D.C. 20530
Telephone: National 8-1117
Selma March 1965
Voting Rights Act of 1965

- Federal officials could register voters in places where local officials were blocking registration by African Americans
- Effectively eliminated literacy tests and other barriers
- 400,000 African Americans registered to vote in the Deep South
## African American Voter Registration

(Percentage of voting-age African Americans)

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<th>State</th>
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<tr>
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Twenty-fourth Amendment

- Ratified in 1964
- Barred the use of the poll tax in federal elections
Malcolm X

- **Malcolm Little**, jailed for seven years; joined the **Nation of Islam** or Black Muslims, which preached black separation and self-help
- Formed **Muslim Mosque, Inc.**
- **Trip to Saudi Arabia** changed his mind; killed by **Nation of Islam** members
Black Power Movement

- Stokely Carmichael, came to the U.S. at age 11
- Rose in SNCC leadership and tired of nonviolent protest
- His motto was “We Shall Overrun”
Black Panthers

- Militant political party formed by **Bobby Seale** and **Huey Newton**
- Wanted the government to rebuild the ghettos
- Motto: “Power flows from the barrel of a gun.” (Mao Zedong)
- Set up day-care centers and breakfast programs
Bobby Seale
Huey Newton
Martin Luther King’s Final Days

- Planned a “Poor People’s Campaign”
- Memphis, TN, April 1968
- “Like anybody, I would like to live a long life. But I’m not concerned about that now. I just want to do God’s will.”
- Killed April 4, 1968
Gains and Controversy

- Eliminated de jure segregation, opening up voting and political participation for African Americans
- Poverty rates fell
- Attempts to increase economic opportunities and to integrate neighborhoods and schools were less successful
Gains and Controversy

Affirmative action: close the economic gap; still controversial

- This means positive steps are taken to increase the representation of women and minorities in areas of employment, education, and business from which they have been historically excluded.
- When those steps involve *preferential* selection—selection on the basis of race, gender, or ethnicity—affirmative action generates intense controversy.
Effects of the Civil Rights Movement

- End of legal segregation
- Passage of federal laws to protect civil rights
- End of legal barriers to African American voting and political participation
- Creation of affirmative action programs
“1. WE WANT FREEDOM. WE WANT POWER TO DETERMINE THE DESTINY OF OUR BLACK AND OPPRESSED COMMUNITIES.
   We believe that Black and oppressed people will not be free until we are able to determine our destinies in our own communities ourselves, by fully controlling all the institutions which exist in our communities.

2. WE WANT FULL EMPLOYMENT FOR OUR PEOPLE.
   We believe that the federal government is responsible and obligated to give every person employment or a guaranteed income. We believe that if the American businessmen will not give full employment, then the technology and means of production should be taken from the businessmen and placed in the community so that the people of the community can organize and employ all of its people and give a high standard of living. . . .”

—The Black Panthers, Ten Point Plan

1. At what point did the Black Panthers believe that African Americans would become “free”?
   A when the government gives every person employment
   B when they gained full control of their community institutions
   C when all technology is taken from businessmen
   D when everyone has a high standard of living

2. How did the Black Panthers exemplify “black power”?
   A They emphasized peaceful protests.
   B They encouraged separate community institutions for African Americans.
   C They developed programs for African Americans to help themselves and their communities.
   D The actions of the Black Panthers led to increased cooperation with police.