

The Civil Rights Movement



Essential Question

How successful was the civil rights movement?



About the Photo: African Americans launched a major civil rights movement in the years following World War II. Members of the movement organized demonstrations to protest unfair treatment, like the March on Washington shown here.

In this module you will learn about the efforts of African Americans and others to gain civil rights protections in the 1950s, 1960s, and 1970s.

What You Will Learn ...

Lesson 1: The Civil Rights Movement Takes Shape 924

The Big Idea Civil rights activists used legal challenges and public protests to confront segregation.

Lesson 2: Kennedy, Johnson, and Civil Rights 931

The Big Idea The civil rights movement made major advances during the presidencies of John F. Kennedy and Lyndon B. Johnson.

Lesson 3: Rights for Other Americans 938

The Big Idea Encouraged by the success of the civil rights movement, many groups worked for equal rights in the 1960s.

Explore ONLINE!



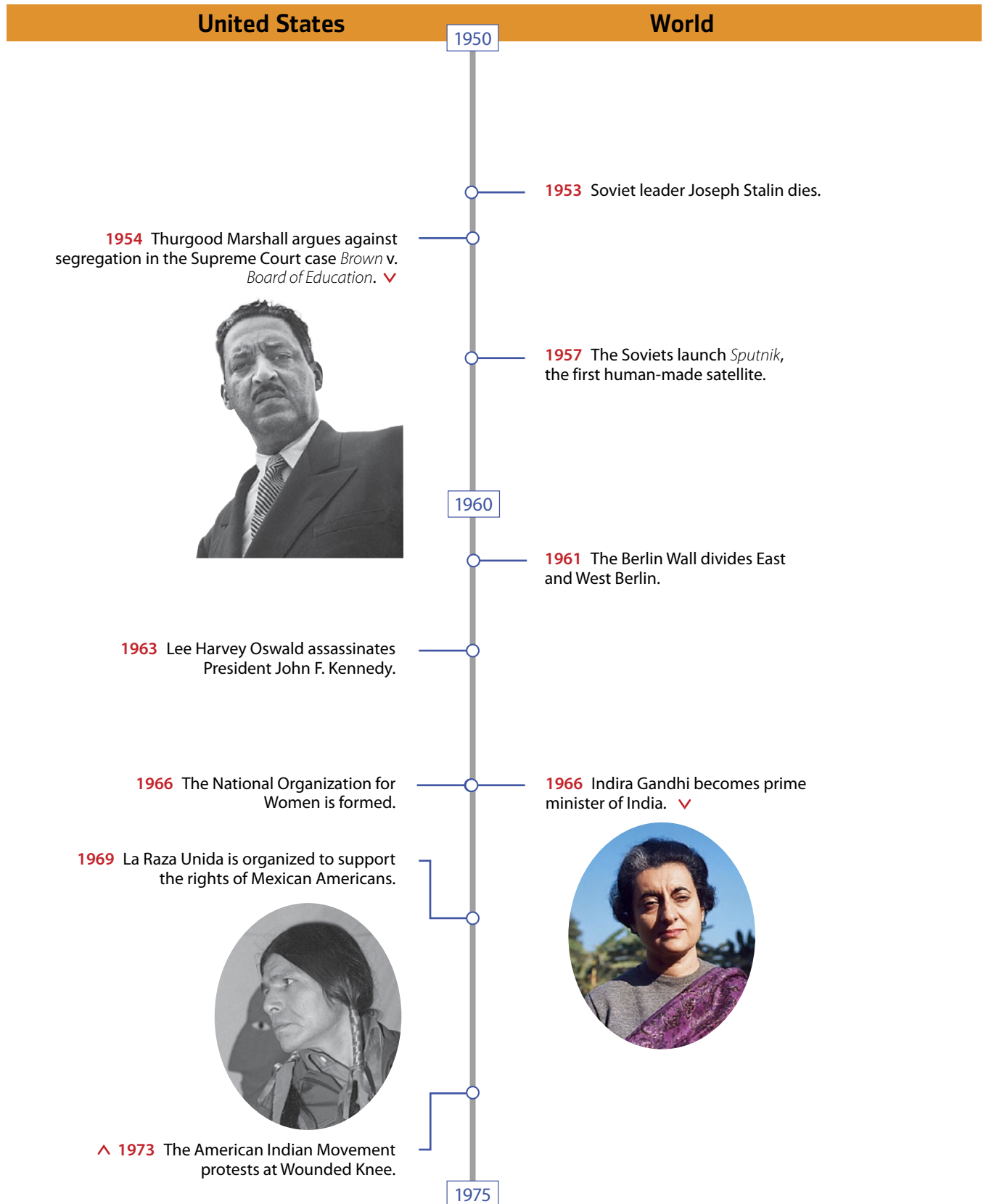
VIDEOS, including...

- Civil Rights Act of 1964
- Little Rock Nine
- March on Washington

- ✓ Document-Based Investigations
- ✓ Graphic Organizers
- ✓ Interactive Games
- ✓ Image Carousel: The Montgomery Bus Boycott
- ✓ Interactive map: Freedom Rides, 1961
- ✓ Image Carousel: Women and Equal Rights

Timeline of Events 1950–1975

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Reading Social Studies

THEME FOCUS:

Politics, Society and Culture

In this module you will read about the important changes in American society during the period called the civil rights era. You will learn about how many people came to see politics as a way to correct social inequalities that existed for certain groups in the United States, such as African Americans, women, Mexican Americans, Native Americans, and people with disabilities. You will also read about life in the 1960s.

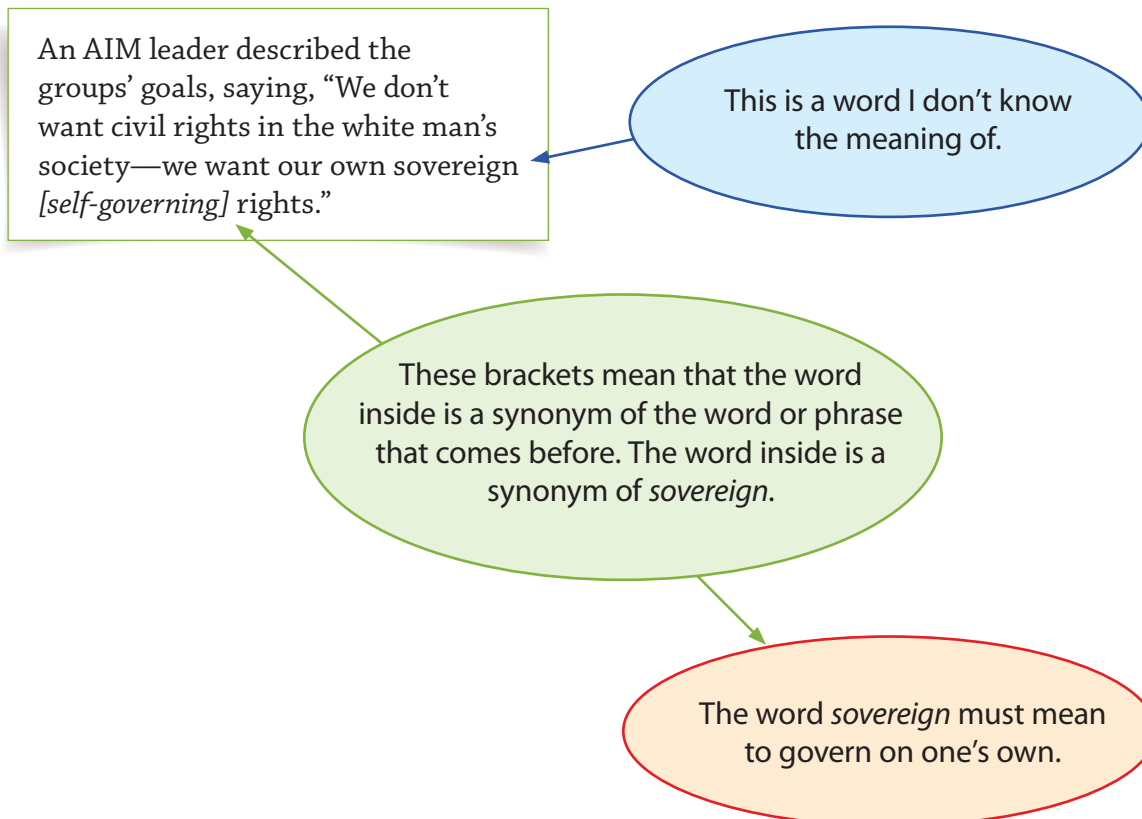
READING FOCUS:

Use Context Clues: Synonyms

Some words mean almost the same thing. Understanding the similarities can help you understand words whose meaning you may not know.

Understand Synonyms Words that have similar meanings are called synonyms. Often, a synonym is given as a definition. The synonym will probably be a word you already understand. This will help you learn the new word through context clues.

Notice how one reader uses synonyms to understand words she does not understand.



You Try It!

The following passage is from the module you are getting ready to read. As you read the passage, look for synonyms in the definitions of unfamiliar words.

On February 1, 1960, the students went into Woolworth and staged a sit-in—a demonstration in which protesters sit down and refuse to leave. They sat in the “whites-only” section of the lunch counter and ordered coffee. They were not served, but they stayed until the store closed. The next day, they returned with dozens more students to continue the sit-in. Soon, another sit-in began at the lunch counter of a nearby store.

After you read the passage, answer the following questions.

1. What word is a synonym of *sit-in* that is given in that word’s definition?
2. What clue is given that helps you find the synonym in the above passage?
3. Can you think of another synonym for *sit-in* that might have been used?

As you read Module 30, look for synonyms that can help you define words you don’t know.

Key Terms and People

Lesson 1

Thurgood Marshall
Brown v. Board of Education
Little Rock Nine
Emmett Till
Rosa Parks
Montgomery bus boycott
Martin Luther King Jr.
sit-in
Student Nonviolent
Coordinating Committee

Lesson 2

John F. Kennedy
Freedom Rides
Medgar Evers
March on Washington
Lyndon B. Johnson
Civil Rights Act of 1964
Voting Rights Act of 1965
Great Society
Black Power
Malcolm X

Lesson 3

Cesar Chavez
Dolores Huerta
United Farm Workers
Betty Friedan
National Organization for
Women
Shirley Chisholm
Equal Rights Amendment
Phyllis Schlafly
American Indian Movement
Earl Warren
Warren Court
Disabled in Action

The Civil Rights Movement Takes Shape

The Big Idea

Civil rights activists used legal challenges and public protests to confront segregation.

Main Ideas

- Civil rights leaders battled school segregation in court.
- The Montgomery bus boycott helped end segregation on buses.
- Students organized sit-ins to protest segregation.

Key Terms and People

Thurgood Marshall
Brown v. Board of Education
 Little Rock Nine
 Emmett Till
 Rosa Parks
 Montgomery bus boycott
 Martin Luther King Jr.
 sit-in
 Student Nonviolent
 Coordinating Committee

If YOU were there . . .

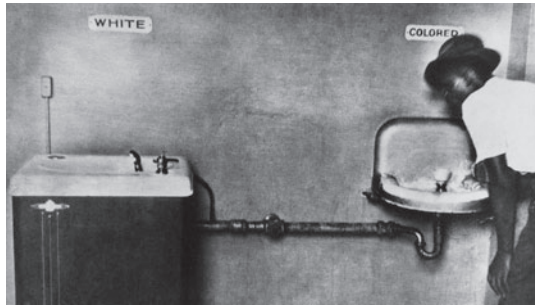
You are an African American student in the 1950s. You get up early every day and take a long bus ride across the city to an African American public school. There is another school just three blocks from your home, but only white students are welcome there. You have heard, however, that this school will soon be opening its doors to black students as well.

Would you want to be one of the first African Americans to attend this school? Why or why not?

Battling Segregation

The push for black civil rights in the United States gained new momentum after World War II. As black veterans came home, many of them were no longer willing to put up with discrimination. They and other African Americans began to call for an end to racial inequality and campaigned for change. As a result, African Americans made a number of key gains. In 1948 President Harry S. Truman desegregated the armed forces. That same year, Truman also banned discrimination in the hiring of federal employees. President Dwight D. Eisenhower, elected in 1952, took further steps to reduce racial discrimination in hiring practices. Meanwhile, at the state level, several northern and western states passed laws banning racial discrimination in public housing.

Despite these gains, many opportunities remained closed to African Americans in the 1950s. Although this period was a time of economic prosperity for many white Americans, few black Americans shared in this new wealth. Furthermore, white resistance to black equality remained strong. Such opposition was particularly evident in the South. White citizens continued to use unfair laws, fear, and violence to keep black citizens from voting or standing up for their rights.



The “separate-but-equal” doctrine legalized the racial segregation of public facilities, so long as the facilities were equal. However, separate facilities, such as these water fountains, were rarely equal.

One major barrier to equality for blacks was segregation. The 1896 Supreme Court case *Plessy v. Ferguson* established the “separate-but-equal” doctrine. This doctrine stated that federal, state, and local governments could allow segregation as long as separate facilities were equal. One result of this ruling was that states in both the North and South maintained separate schools for white and black students. Government officials often insisted that though these schools were separate, they were equal in quality.

In fact, however, schools for black children typically received far less funding. Early civil rights leaders focused on ending segregation in America’s public schools. Leaders of the movement were members of the National Association for the Advancement of Colored People (NAACP).

Brown v. Board of Education The NAACP’s strategy was to show that separate schools were unequal. The NAACP attorneys **Thurgood Marshall**, who went on to become Supreme Court justice, and Jack Greenberg led the courtroom battles against segregation. In the early 1950s, five school segregation cases from Delaware, Kansas, South Carolina, Virginia, and Washington, DC, came together under the title of **Brown v. Board of Education**. The “Brown” in the case title was a seven-year-old African American girl from Topeka, Kansas, named Linda Brown. Though she lived near a school for white children, Linda Brown had to travel across town to a school for black children. Linda’s father and the NAACP sued to allow Linda to attend the school closer to her home.

On May 17, 1954, the Supreme Court issued a unanimous ruling on *Brown v. Board of Education*. Segregation in schools and other public facilities was illegal.

The next year, the Court ordered public schools to desegregate, or integrate, “with all deliberate speed.” These rulings would prove difficult to enforce.

Little Rock Nine In the entire South, only three school districts began desegregating in 1954. Most others **implemented** gradual integration plans. In Little Rock, Arkansas, the school board started by integrating one high school. It allowed nine outstanding black students to attend Central High School. These students became known as the **Little Rock Nine**. Arkansas governor Orval Faubus worked to prevent desegregation at Central High School, however. He used National Guard troops to block the Little Rock Nine from entering the school.

On the morning of September 4, 1957, eight of the nine students arrived at the school together and were turned away by the National Guard. Then the ninth student, 15-year-old Elizabeth Eckford, arrived at the school by herself. She found the entrance blocked by the National Guard. Turning around, she faced a screaming mob. Someone began yelling, “*Lynch her! Lynch her!*” Finally, a white man and woman guided Eckford to safety.

Elizabeth Eckford and the rest of the Little Rock Nine went home. For weeks, Governor Faubus refused to allow them to attend the school. The

Academic Vocabulary
implemented put
in place



Brown v. Board of Education (1954)

Background of the Case

In 1896 the Supreme Court had ruled in *Plessy v. Ferguson* that “separate-but-equal” facilities were constitutional. In 1951 the NAACP sued the Board of Education of Topeka, Kansas. It argued that segregated schools did not give equal opportunities to black and white children. After hearing many arguments, the Court made its ruling in 1954.

The Court’s Ruling

The Supreme Court overturned the *Plessy* doctrine of “separate-but-equal.” It ruled that racially segregated schools were not equal and were therefore unconstitutional. All of the justices agreed to the ruling, making it unanimous.

The Court’s Reasoning

The Supreme Court decided that segregation violated the Fourteenth Amendment’s guarantee of “equal protection of the laws.” Its opinion stated, “We conclude that, in the field of public education, the doctrine of ‘separate-but-equal’ has no place. Separate educational facilities are inherently [naturally] unequal.”

Why It Matters

The ruling in *Brown v. Board of Education* led to integrated public schools. It also opened the door to other successful challenges to segregation in public places.



Linda Brown, age 9

Analyze Information

1. How did the ruling in *Brown v. Board of Education* overturn the 1896 Supreme Court ruling in *Plessy v. Ferguson*?
2. How might parents of both black and white children at the time have reacted to the ruling in *Brown v. Board of Education*?

tense situation lasted until President Eisenhower sent federal troops to escort the students into the school.

The Little Rock Nine began attending classes, but resistance to integration continued. Some white students insulted, harassed, and attacked the black students. In spite of these obstacles, eight of the nine remained at the school. In May 1958 Ernest Green became the first African American student to graduate from Central High. When Green’s name was called at the graduation ceremony, no one clapped. “But I figured they didn’t have to,” he later said. “After I got that diploma, that was it. I had accomplished what I had come there for.”

The Murder of Emmett Till Despite early victories against segregation, blacks remained second-class citizens to many white Americans, particularly in the South. This situation gained nationwide attention in 1955 with the murder of **Emmett Till**, a 14-year-old boy from Chicago, Illinois. Till had gone to the town of Money, Mississippi, to visit relatives. Having

A Shared Past

This famous photograph shows Elizabeth Eckford walking to Little Rock's Central High School on September 4, 1957. The young woman shouting at Eckford is Hazel Bryan Massery. In 1963 Massery apologized to Eckford. Massery had decided she did not want to be, she said, the "poster child of the hate generation." The two women later became friends.



grown up in the North, the black teenager did not understand the South's strict racial etiquette. Shortly after arriving in Money, Till visited a local grocery store where he said something to the owner, a young white woman named Carolyn Bryant. She later claimed he asked her for a date and whistled at her, but there is some doubt that this was the case. Whatever Till said, she took offense. Her husband, Roy, soon found out about the incident.

Four days later, Roy Bryant and his half brother J. W. Milam kidnapped Till in the middle of the night. They brutally beat him, shot him, and tossed his body in the Tallahatchie River. National reports of Till's murder deeply moved many Americans.

Bryant and Milam stood trial for the crime, but a jury of 12 white men found them not guilty. Months later, the two men confessed to the killing to a reporter for *Look* magazine. Till's senseless murder—and his killers' acquittal—awakened more Americans to the racism that southern blacks faced and to the need for action.

Reading Check

Summarize

What obstacles faced supporters of desegregation?

Montgomery Bus Boycott

The victory in *Brown v. Board of Education* had a major impact on American society. However, segregation continued to be enforced in many other public places and facilities in the South. One major area that remained segregated was public transportation.

The NAACP decided to continue the battle against segregation in Montgomery, Alabama. Black passengers there were required to sit in the back of city buses. If the whites-only front section filled up, black passengers had to give up their seats.

On December 1, 1955, a seamstress and NAACP worker named **Rosa Parks** boarded a bus and sat in the front row of the section reserved for black passengers. When the bus became full, the driver told Parks and

Rosa Parks 1913–2005

Rosa Parks was born in Tuskegee, Alabama, and spent most of her childhood in Montgomery. While working as a seamstress, Parks became an active member of the NAACP.

She was fired from her seamstress job for her leading role in the Montgomery bus boycott. After the boycott succeeded, she and her husband moved to Detroit, Michigan. She

continued working for fair treatment for all Americans and started a program to teach children about the Underground Railroad and the civil rights movement.

Find the Main Idea

How did Rosa Parks work for equal rights?



three others to give their seats to white passengers. Parks refused. The bus driver called the police, and Parks was taken to jail.

To protest Parks's arrest, African American professor Jo Ann Robinson organized a boycott of Montgomery buses. Local leaders formed the Montgomery Improvement Association (MIA) to help strengthen the boycott. In the **Montgomery bus boycott**, thousands of African Americans stopped riding the buses. Some white residents supported the boycott as well. Bus ridership fell by 70 percent.

To lead the MIA, African American leaders turned to **Martin Luther King Jr.**, a young Baptist minister. The 26-year-old King already had a reputation as a powerful speaker whose words could motivate and inspire listeners.

As the boycott continued, bus drivers guided nearly empty buses down the city streets. Leaders planned a carpool system that helped people find rides at more than 40 locations throughout Montgomery. For 381 days, boycotters carpooled, took taxis, rode bicycles, and walked. Still, Montgomery's leaders refused to integrate the bus system.

As in Little Rock during the school segregation fight, many white residents were angry about the attempt to end segregation. Some people resorted to violence. King's home was bombed, and he received hate mail and phone calls threatening him and his family. The police also harassed and arrested carpool drivers. In spite of this intimidation, the boycott gained national attention, sparking similar protests in other cities.

Finally, in November 1956 the Supreme Court ruled that segregation on public transportation was illegal. The next month, King joined other black and white ministers to ride the first integrated bus in Montgomery. "It . . . makes you feel that America is a great country and we're going to do more to make it greater," remembered Jo Ann Robinson.

The Montgomery bus boycott helped make Martin Luther King Jr. a nationally known civil rights leader. He formed the Southern Christian Leadership Conference (SCLC), which led campaigns for civil rights throughout the South.

Reading Check

Identify Cause

and Effect

What event sparked the Montgomery bus boycott?

Sit-ins and the SNCC

Like public schools and buses, many private businesses in the South were segregated. In Greensboro, North Carolina, four students decided to challenge this form of segregation. They targeted a lunch counter at Woolworth, a popular department store. Black customers were supposed to eat standing up at one end of the counter. White customers sat down to eat at the other end.

On February 1, 1960, the students went into Woolworth and staged a **sit-in**—a demonstration in which protesters sit down and refuse to leave. They sat in the whites-only section of the lunch counter and ordered coffee. They were not served, but they stayed until the store closed. The next day, they returned with dozens more students to continue the sit-in. Soon, another sit-in began at the lunch counter of a nearby store.

People across the country read newspaper stories about the Greensboro sit-ins. Picket lines supporting the sit-ins began to appear outside of Woolworth stores in northern cities. Other black students in North Carolina and across the South began to hold similar protests at segregated facilities such as libraries, restaurants, and churches. The student protesters practiced the strategy of nonviolent resistance. No matter how much they were insulted or threatened, they refused to respond with violence. They were inspired by Martin Luther King Jr., who was a strong supporter of nonviolent action.

BIOGRAPHY

Martin Luther King Jr. 1929–1968

King grew up in Atlanta, Georgia, where his father was a pastor. He studied to become a minister in Pennsylvania. He received his doctorate in Massachusetts, then became pastor of a church in Alabama. He traveled throughout the country as a civil rights leader.

As a powerful and moving speaker, King became one of the leading voices of the civil rights movement. He was committed to achieving equality through nonviolent protest. He led a series of successful marches and protests, including the 1955 Montgomery bus boycott and the 1963 March on Washington.

His leadership helped make the civil rights movement a success. His belief in and passion for nonviolence led to the boycotts, sit-ins, and marches that helped African Americans gain equal treatment. King's work helped bring an end to legal segregation and led to new laws guaranteeing equal rights for all Americans.

Evaluate

Which of Martin Luther King Jr.'s contributions to the civil rights movement was most important? Why?





During this sit-in at a segregated lunch counter, young African Americans sat with their white friends and asked to be served. The activists reacted calmly as onlookers harassed them.

Reading Check

Compare

How were sit-ins similar to other civil rights protests?

These social conflicts led to change in North Carolina and the rest of the United States. Over time, some restaurants and businesses, including Woolworth, began the process of integration. To continue the struggle for civil rights, the leaders of the student protests formed the **Student Nonviolent Coordinating Committee (SNCC)** in the spring of 1960. The SNCC activists trained protesters and organized civil rights demonstrations. Bob Moses, a leader of the SNCC, helped organize sit-ins and voter registration drives.

Summary and Preview In the 1950s, court rulings and protests challenged segregation. In the next lesson you will learn how the civil rights movement continued the fight against inequality.

Lesson 1 Assessment

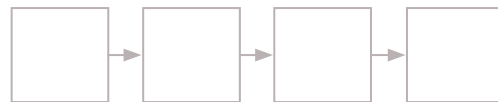
Review Ideas, Terms, and People

1. **a. Analyze** In what areas did early laws ban racial discrimination?
- b. Summarize** How did the Supreme Court impact the desegregation of public schools?
- c. Identify** Who were the Little Rock Nine?
2. **a. Recall** What was the purpose of the Montgomery bus boycott?
- b. Analyze** Why was the arrest of Rosa Parks a turning point in the civil rights movement?
- c. Elaborate** Why do you think the bus boycott lasted so long?

3. **a. Identify** What means did the Student Nonviolent Coordinating Committee use to protest segregation?
- b. Make Inferences** What might have inspired the Greensboro students to stage a sit-in?
- c. Evaluate** Do you think picketing and boycotts are an effective form of protest? Why or why not?

Critical Thinking

4. **Sequence** In this lesson you learned about events that challenged segregation. Create a graphic organizer similar to the one below and use it to show the sequence of major events in the civil rights movement described in this lesson.



Kennedy, Johnson, and Civil Rights

The Big Idea

The civil rights movement made major advances during the presidencies of John F. Kennedy and Lyndon B. Johnson.

Main Ideas

- John F. Kennedy was elected president in 1960.
- Civil rights leaders continued to fight for equality.
- Lyndon B. Johnson became president when Kennedy was assassinated.
- Changes occurred in the civil rights movement in the late 1960s.

Key Terms and People

John F. Kennedy
 Freedom Rides
 Medgar Evers
 March on Washington
 Lyndon B. Johnson
 Civil Rights Act of 1964
 Voting Rights Act of 1965
 Great Society
 Black Power
 Malcolm X

If YOU were there . . .

You are a civil rights activist living and working in the South. It is 1960, a presidential election year. The battle for fair treatment has been difficult, and you hope that the next president will support civil rights. Both major presidential candidates will be visiting your area soon. You might have a chance to meet them and ask some questions.

What questions would you ask the candidates?

Kennedy Elected

When **John F. Kennedy** won the election of 1960, he became the youngest person ever elected president of the United States. For many Americans, Kennedy and his wife, Jacqueline, brought a sense of style and excitement to the White House. Kennedy was also the first Roman Catholic to become president.

In his inaugural address, Kennedy spoke of the opportunities and dangers facing Americans. “Man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life,” he said. He encouraged all Americans to support freedom throughout the world. He said, “And so, my fellow Americans, ask not what your country can do for you—ask what you can do for your country.”

As president, Kennedy pursued a set of proposals he called the New Frontier. His plan included a higher minimum wage and tax cuts to help stimulate economic growth. It called for new spending on the military and on the space program, and new programs to help poor and unemployed Americans. Kennedy also proposed providing greater financial help to public schools. However, political conflicts slowed the development of these programs. Fearing a budget imbalance, Republicans and conservative southern Democrats blocked much of the legislation Kennedy introduced.

John F. Kennedy 1917–1963

John F. Kennedy was born to a politically powerful and wealthy family in Massachusetts. He graduated from Harvard University, then joined the U.S. Navy. He commanded a patrol boat in the South Pacific during World War II and was wounded in a sea battle. Kennedy was elected to the House of Representatives at the age of 29 and to the Senate six years later. He was elected president in 1960, bringing a youthful energy to the White House. He had served for fewer than three years when he was assassinated.

Identify

What experiences helped prepare Kennedy to lead the nation?



Reading Check

Draw Inferences

What do you think African American voters hoped for from the new president?

Kennedy also spoke of his support for the goals of the civil rights movement. This had helped convince many African Americans to vote for him in the election of 1960. As president, however, Kennedy moved slowly on civil rights legislation. He was reluctant to anger Republicans and conservative southern Democrats in Congress. He needed their support to pass other items on his agenda. Kennedy was also busy dealing with foreign policy crises.

The Fight for Rights Continues

Public schools and some businesses had begun to desegregate. But other facilities remained strictly segregated.

Freedom Rides In 1947 a civil rights group called the Congress of Racial Equality (CORE) began protests in which African Americans rode in the whites-only section of interstate buses. In 1960 the Court ruled that segregation of bus stations was illegal. CORE decided to put pressure on President Kennedy to enforce this ruling.

To accomplish this, CORE organized a series of protests called the **Freedom Rides**. On these rides black and white bus riders traveled together to segregated bus stations in the South. White riders planned to use facilities set aside for African Americans in bus stations. Black riders would use whites-only facilities.

The Freedom Rides began in May 1961, when 13 riders boarded a bus traveling from Washington, DC, to New Orleans, Louisiana. In one Alabama town, the riders were viciously attacked by a white mob. After more attacks, CORE leaders decided to stop the protest to protect the riders' lives.

The leaders of the SNCC decided to continue the Freedom Rides. The SNCC activists faced the same violence as the CORE riders. Arriving in Montgomery, Alabama, in late May, they were attacked by a furious mob.

Freedom Rides, 1961



Freedom Riders were attacked by white mobs, who threw stones, slashed tires, and set buses on fire. One series of rides was discontinued to protect the safety of the riders.



Interpret Maps

1. **Place** Where did the Freedom Riders attempt to travel?
2. **Location** According to this map, in which state did the Freedom Riders meet the most resistance?

Many Freedom Riders were jailed in Jackson, Mississippi. That same month, President Kennedy ordered the Interstate Commerce Commission to enforce strict bans on segregation in interstate bus terminals.

King in Birmingham In 1963 Martin Luther King Jr. organized marches in Birmingham, Alabama. King was arrested and jailed for marching without a permit. While jailed, he wrote a “Letter from Birmingham Jail,” explaining his commitment to nonviolence. “We will reach the goal of freedom in Birmingham and all over the nation, because the goal of America is freedom.”

King was released from jail and led a new round of marches. In May 1963 some 2,500 demonstrators marched through downtown Birmingham. Police commissioner Eugene “Bull” Connor ordered his officers to unleash their attack dogs and blast the marchers with high-pressure water hoses. Televised images of their tactics shocked Americans.

The Assassination of Medgar Evers Pressure for civil rights legislation continued to grow. President Kennedy called racial discrimination “a moral crisis.” In June 1963 he announced support for a sweeping civil rights bill to end racial discrimination completely. Just hours later, the head of the NAACP in Mississippi, **Medgar Evers**, was murdered in front of his home in Jackson, Mississippi. Evers was one of the movement’s most effective leaders. His slaying shocked many Americans.

Police quickly arrested a Ku Klux Klan member named Byron De La Beckwith. All-white juries failed to reach a verdict in two trials, and De La Beckwith went free. In 1994 he was tried again based on some comments he had made. He was convicted and died in prison in 2001.

The March on Washington To demonstrate support for the civil rights movement, African American leaders held the **March on Washington**—a massive demonstration for civil rights. On August 28, 1963, Martin Luther King Jr. stood at the Lincoln Memorial before a diverse crowd of more than 200,000 people. In his famous “I Have a Dream” speech, King expressed his hope for a future in which all Americans would enjoy equal rights and opportunities.

Johnson Becomes President

In the months following the March on Washington, Congress debated Kennedy’s civil rights legislation. In November 1963 Kennedy began a quick tour of Texas cities.

Kennedy Assassinated On November 22, 1963, Kennedy rode through Dallas in a convertible, waving to supporters in the streets. Suddenly, gunshots rang out. Kennedy had been shot twice, and he died soon afterward in a Dallas hospital. Vice President **Lyndon B. Johnson** was quickly sworn in as president. Dallas police arrested an alleged assassin, Lee Harvey Oswald.

The assassination stunned Americans, who grieved the young president’s death. Many of Kennedy’s goals were left unfinished. Vowing to continue Kennedy’s work, President Johnson urged Congress to pass a civil rights bill.

Civil Rights Laws On July 2, 1964, President Johnson signed the **Civil Rights Act of 1964**. The act banned segregation in public places. It also outlawed discrimination in the workplace on the basis of color, gender, religion, or national origin.

Reading Check

Summarize How did the Birmingham marches affect public opinion?

BIOGRAPHY

Lyndon B. Johnson 1908–1973

Lyndon B. Johnson grew up in rural Texas. After working his way through college, Johnson taught school for a year. In 1937, at the age of 29, he was elected to the House of Representatives. He was elected to the Senate in 1948. Johnson was known for his ability to guide bills through Congress by convincing members from both political parties to support them. As one fellow member of Congress said, “Lyndon got me by the lapels [jacket collar] and put his face on top of mine and he talked and talked.” Johnson was elected vice president in 1960 and became president in 1963.

Compare and Contrast

How was Johnson’s career similar to Kennedy’s, and how was it different?



Johnson and Civil Rights

After he became president, Lyndon Johnson promised to continue Kennedy's plans for civil rights legislation. Johnson worked with Congress and African American leaders to create and pass laws that would help ensure equality for all Americans. Here, Johnson is shown signing the Civil Rights Act of 1964 as Martin Luther King Jr. and other leaders look on.



That summer, activists began to push for equal voting rights for African Americans in the South. Legally, of course, African Americans had the right to vote. But in much of the South, threats and unfair election rules often kept them from the polls. During the “Freedom Summer” of 1964, hundreds of volunteers, including many white college students, came to Mississippi. Their goal was to help African Americans register to vote.

Volunteers were threatened and attacked. On June 21 three civil rights workers—James Chaney, a young black Mississippian plasterer’s apprentice; Andrew Goodman, a Jewish Queens College student; and Michael Schwerner, a Jewish social worker from New York City—were murdered by members of the Ku Klux Klan. Martin Luther King Jr. organized a voting rights march from Selma, Alabama, to Montgomery, during which many marchers were beaten and jailed. Violence against civil rights workers convinced many people to support voter registration efforts.

Congress approved the **Voting Rights Act of 1965**, which Johnson signed into law in August. This law gave the federal government new powers to protect African Americans’ voting rights. Within three years, more than half of all qualified African Americans in the South registered to vote.

Quick Facts

The Great Society

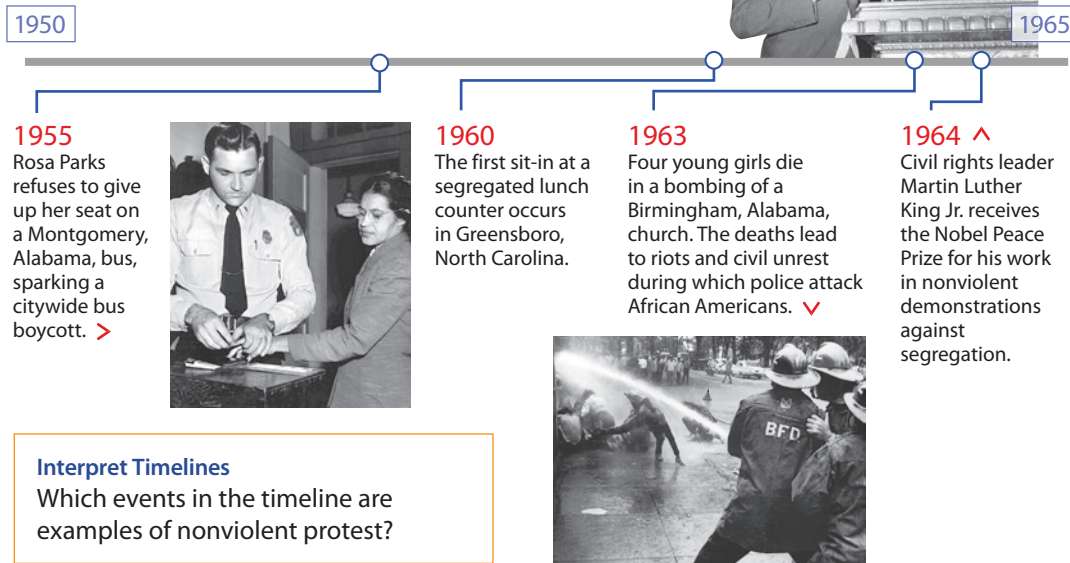
Great Society Legislation:

- Civil Rights Act of 1964
- Voting Rights Act of 1965
- Elementary and Secondary Education Act of 1965
- Medicare and Medicaid Bill, 1965
- Department of Housing and Urban Development Act of 1965

The Great Society President Johnson won the election of 1964 by a huge margin. He saw this as a vote of approval for his program of domestic reforms that he called the **Great Society**. “The Great Society rests on abundance and liberty for all,” Johnson said.

Congress quickly passed most of Johnson’s Great Society legislation. Great Society programs included Medicare, which helps senior citizens afford health care, and Medicaid, which gives health care aid to low-income citizens. Another act gave local schools more than \$1 billion to help students

Timeline: Civil Rights Movement, Key Events



Reading Check
Summarize How did President Johnson support civil rights?

with special needs. The Department of Housing and Urban Development (HUD) was created to help low-income families get better housing. Robert Weaver served as HUD's secretary, becoming the first African American appointed to a presidential cabinet.

Changes in the Civil Rights Movement

Many young civil rights reformers found the pace of change too slow. Others entirely rejected the goal of racial integration.

New Directions One such activist was Stokely Carmichael, who had participated in the Freedom Rides and many marches. But in the mid-1960s, he broke with the goal of nonviolence. Carmichael was a founder of the **Black Power** movement, which called for African American independence. Black Power activists believed that blacks should reject integration, focusing instead on controlling their own communities.

Malcolm X helped inspire the Black Power movement. He was a leader of the Nation of Islam, an organization that combined ideas about African American independence with the teachings of Islam. Malcolm X argued that African Americans should work for social and political independence. He believed that African Americans had the right to defend themselves, using violence if necessary.

In 1964 Malcolm X traveled to the Muslim holy city of Mecca, where he met Muslims of many races. He began to hope that different races could coexist in peace, although he still supported freedom "by any means necessary." But in 1965 Malcolm X broke with the Nation of Islam and was killed by three of its members.

Reading Check

Contrast How did Malcolm X's goals differ from Martin Luther King Jr.'s?

Violence in the Streets Slow progress in the civil rights movement frustrated many members of the black community. In some U.S. cities, tensions exploded into violent, sometimes deadly, riots. One such riot occurred in August 1965 in the Watts section of Los Angeles. Twenty-four people were killed, and much of Watts was destroyed.

In April 1968 Martin Luther King Jr. was shot and killed in Memphis, Tennessee. As televised reports spread the news of King's assassination, furious rioters took to the streets in more than 100 American cities. The movement had lost its most visible leader.

Summary and Preview Under Kennedy and Johnson, major civil rights legislation was passed. In the next lesson you will learn how more groups began to push for equal rights.

Lesson 2 Assessment

Review Ideas, Terms, and People

- a. Describe** How was John F. Kennedy different from previous presidents?

b. Analyze Why did many African Americans vote for Kennedy? Did his election to office bring the results they might have expected?
- a. Identify** What were the Freedom Rides?

b. Explain How did television influence public opinion about the civil rights movement?
- a. Recall** What happened in Dallas, Texas, on November 22, 1963?

b. Draw Conclusions Based on Johnson's plans for the Great Society, what do you think he believed was the purpose of government?
- a. Recall** What challenges did the civil rights movement face in the late 1960s?

b. Elaborate Why did Malcolm X reject the goal of racial integration?

Critical Thinking

- Evaluate** In this lesson you learned about the goals and achievements of leaders who supported civil rights. Create a graphic organizer similar to the one below and use it to evaluate the leaders discussed in the section. Tell whether or not you think the leaders' actions were effective.

Leader	Evaluation

Rights for Other Americans

The Big Idea

Encouraged by the success of the civil rights movement, many groups worked for equal rights in the 1960s.

Main Ideas

- Hispanic Americans organized for civil rights and economic opportunities.
- The women's movement worked for equal rights.
- Other Americans also fought for change.

Key Terms and People

Cesar Chavez
 Dolores Huerta
 United Farm Workers
 Betty Friedan
 National Organization for Women
 Shirley Chisholm
 Equal Rights Amendment
 Phyllis Schlafly
 American Indian Movement
 Earl Warren
 Warren Court
 Disabled in Action

If YOU were there . . .

Your parents came to the United States from Mexico, and you were born in California in the 1950s. You and your family work year-round picking crops—the work is hard, and the pay is low. You're trying to put aside some money for school, but your family barely makes enough to get by. Some farmworkers are talking about going on strike for better wages.

**Would you join the strike?
 Why or why not?**

Hispanic Americans Organize for Change

The Hispanic population of the United States grew to 4 million by 1960 and to more than 10 million by 1970. Though people of Mexican descent made up the majority of this population, Hispanic Americans were a diverse group. Many people from Puerto Rico, Cuba, and other Latin American countries also lived in the United States.

The success of African Americans in battling segregation encouraged Hispanic Americans to fight for their own rights. **Cesar Chavez** was one of many Hispanic Americans who worked to improve conditions. In 1962, with help from **Dolores Huerta** and Gil Padilla, Chavez formed a union. It would later become the **United Farm Workers** (UFW). This union was committed to the goal of better pay and working conditions for migrant farmworkers—those who move seasonally from farm to farm for work. Chavez led the UFW in a five-year strike and boycott against California grape growers. Huerta worked by his side as the union's chief negotiator for contracts. They negotiated to guarantee farmworkers fair wages, benefits, and humane working conditions. The workers finally won better wages and benefits in 1970. The UFW became a national organization in 1976.

Chavez shared Martin Luther King Jr.'s commitment to nonviolent protest. To those who complained about the slow

Cesar Chavez 1927–1993

Cesar Chavez was born on a small family ranch in Arizona. After losing their land during the Great Depression, Chavez and his family began working as migrant farmworkers. Moving from town to town in search of work, Chavez went to more than 30 different schools. He served in the U.S. Navy during World War II, then returned to the fields to help migrant workers fight for better pay and working conditions. The soft-spoken Chavez seemed to many an unlikely leader of a protest movement. But Chavez quickly became an influential leader, continuing to lead the struggle for farmworkers' rights into the 1990s. Before his death, Chavez insisted, "It's not me who counts, it's the Movement."

Make Inferences

Why do you think Chavez began the farmworkers' movement?



Academic Vocabulary

consequences the effects of a particular event or events

Reading Check

Sequence What group helped inspire the Chicano movement?

pace of change, he pointed out that nonviolence takes time, and he urged them to be patient.

Chavez helped inspire young leaders in what became known as the Chicano movement. To fight discrimination and gain greater political influence, Chicano activists formed a political party called *La Raza Unida*, or the United Race. The Hispanic civil rights movement had important **consequences**. A 1968 amendment to the Elementary and Secondary Education Act required schools to teach students whose first language was not English in both languages until they learned English. The Voting Rights Act of 1975 required communities with large immigrant populations to print ballots in the voters' preferred language.

The Women's Movement

Activists also brought public attention to women's position in society. In 1963 a government commission reported that women had fewer job opportunities than men and were often paid less for the same work. President Kennedy responded by ordering an end to discrimination based on gender in civil service jobs. That same year Congress passed the Equal Pay Act. This act required many employers to pay men and women equal salaries for the same work. The Civil Rights Act of 1964 banned discrimination based on both gender and race.

Some women also began to question their traditional roles in society. In her 1963 book *The Feminine Mystique*, **Betty Friedan** described the dissatisfaction some women felt with their traditional roles of wife, mother, and homemaker.

Friedan became a leader of the modern women's rights movement. In 1966 she helped found the **National Organization for Women** (NOW)

In the 1960s women began to organize to demand equal rights. The movement became known as women's liberation. Many activists supported a woman's right to equal pay and equal protection under the law.

Shirley Chisholm became the first African American woman elected to Congress in 1968.



Betty Friedan authored *The Feminine Mystique*, a book declaring that many women wanted achievements beyond those of becoming a wife and mother.

to fight for equal educational and career opportunities for women. Other women worked for change by running for and holding public office. In 1968 **Shirley Chisholm** was elected to represent a New York City district in the House of Representatives. She was the first African American woman elected to the U.S. Congress.

In the early 1970s NOW and other women's rights activists supported and lobbied for an amendment to the Constitution. The **Equal Rights Amendment** (ERA) would outlaw all discrimination based on sex. The ERA was approved by Congress in 1972.

For an amendment to go into effect, it must be ratified by three-fourths of the states—or 38 out of 50 states. The ERA was ratified by 30 state legislatures by the end of 1973. But many opponents came forward to block the ERA. **Phyllis Schlafly**, a conservative activist, founded the group STOP ERA to prevent its ratification. Schlafly and her supporters argued that the ERA would hurt families by encouraging women to focus on careers rather than on motherhood. Such opposition weakened support for the ERA. In June 1982 the amendment fell three states short of ratification.

Despite this failure, the women's movement achieved many of its goals. Women found new opportunities in education and the workplace. For example, women began attending many formerly all-male universities. Increasing numbers of women pursued careers in traditionally all-male fields such as law and medicine. Many women also won political office at all levels of government.

Other Voices for Change

Other Americans also began to demand change in laws and other discriminating practices during the 1960s and 1970s. In 1974 the Asian American Legal Defense and Education Fund was founded. Its purpose was to build an "informed and active Asian America." The National Italian American Foundation (1975) advocated for Italian Americans. League of United Latin American Citizens was founded much earlier. It played an important

Reading Check

Find Main Ideas

What were some achievements of the women's movement of the 1960s?



Some activists worked to maintain what they saw as women's protected status under the law. Phyllis Schlafly argued against the Equal Rights Amendment, saying it would reduce the legal rights of wives and mothers.

activist role for Hispanic Americans during this period as well and continues to do so today. Native Americans and people with disabilities were also inspired by the civil rights movement.

Native Americans One major issue for Native Americans was their lack of control over tribal lands. Many worked through the National Congress of American Indians (NCAI) to gain more control over reservation lands from the federal government. They helped win passage of the Indian Civil Rights Act of 1968.

Other activists thought that groups like the NCAI worked too slowly. In November 1969 a group of young Native Americans occupied Alcatraz Island in San Francisco Bay. They did this to protest the government's takeover of Native American lands.

One of the groups that participated in the Alcatraz protest was the **American Indian Movement** (AIM). It was founded in 1968 to fight for Native Americans'

rights. In February 1973 AIM activists seized a trading post and church at Wounded Knee, South Dakota. Wounded Knee is the site of the U.S. Army's massacre of Sioux Indians in 1890. Federal marshals surrounded Wounded Knee. The standoff ended with a gun battle killing two protesters and wounding one federal agent.

Such protests brought attention to issues facing Native Americans. In the early 1970s Congress began passing laws granting Native Americans greater self-government on tribal lands.

Rights for Individuals During the 1960s Supreme Court decisions brought major changes to American society. Under the leadership of Chief Justice **Earl Warren**, Court rulings greatly extended individual rights and freedoms. In *Escobedo v. Illinois* (1964), the justices decided that a person has the right to a lawyer during police questioning. In 1966 the Court extended these rights again in the case of *Miranda v. Arizona*. The Court ruled that accused persons must be informed of their rights at the time of their arrest. Today police in the United States carry cards with the Miranda warnings printed on them. They routinely "Mirandize" suspects by "reading them their rights."

The **Warren Court** issued many landmark decisions that further defined individual rights. One of these decisions was made in *Tinker v. Des Moines Independent Community School District* (1969). The Court established the right of public school students to express political opinions at school. The ruling stated that speech protected by the First Amendment includes not only spoken words but also "symbolic speech," or acts that express an opinion.

In this time of activism, some advocates felt that bringing cases before the Supreme Court might be a way to gain more rights for the LGBT (lesbian, gay, bisexual, and transgender) community. Their attempts, however, were not successful. During the 1970s and 1980s, members of the LGBT community began to fight openly for civil rights. Direct action groups sprang up throughout the country. They called for an end to antigay discrimination. Some people condemned this activism but were unable to slow the pace of change. By the early 1990s, several states and more than 100 local communities had outlawed such discrimination.

The Disability Rights Movement In 1970 Judy Heumann and other activists created **Disabled in Action** (DIA) to make people aware of challenges facing people with disabilities. People with disabilities often lacked access to both job opportunities and to public places. The DIA's work led to the passage of new laws. The Rehabilitation Act of 1973 banned federal agencies from discriminating against people with disabilities. The Education of Handicapped Children Act of 1975 required public schools to provide a quality education to children with disabilities. In 1990 the Americans with Disabilities Act (ADA) outlawed all discrimination against people with disabilities.



Judy Heumann and other activists formed Disabled in Action in 1970. The group promotes legislation and access to independent living for people with disabilities.

Reading Check
Contrast How were the tactics of AIM and DIA different?

Summary and Preview The fight for equal rights had far-reaching effects on American society. In the next module you will learn about world conflicts that also affected Americans.

Lesson 3 Assessment

Review Ideas, Terms, and People

1. **a. Evaluate** How did Hispanic Americans fight for civil rights?
b. Describe Who benefited from laws like the Elementary and Secondary Education Act of 1968 and the Voting Rights Act of 1975?
2. **a. Analyze** What democratic rights and freedoms did women have to fight to obtain?
b. Explain What happened during the ratification process of the Equal Rights Amendment?
c. Evaluate Do you think holding elected office and lobbying are effective methods to cause change? Explain your answer.
3. **a. Analyze** In what way was the American Indian Movement similar to the Black Power movement?
b. Identify What laws banned discrimination against people with disabilities?

Critical Thinking

4. **Categorize** In this lesson you learned about the achievements of groups that worked for equal rights. Create a graphic organizer similar to the one below and use it to identify the achievements of each group.

Hispanic Americans	Women	Native Americans	People with Disabilities

Social Studies Skills

Make Speeches

Define the Skill

In a democracy, activists, government leaders, and candidates for public office often need to address people directly. Speeches allow public figures to deliver a message to many people at once. People can use speeches to make their views known. They can use speeches to try to persuade people to support their ideas or programs.

Learn the Skill

Think about the role of speeches in the civil rights movement. Politicians and civil rights leaders used speeches to increase awareness of and support for the movement's goals. President John F. Kennedy is remembered as a powerful and effective speaker. On June 11, 1963, he gave a speech on civil rights that moved and inspired many listeners. Here is a brief excerpt from that speech, which he broadcast from the White House:

“The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who will represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?”

Kennedy used repetition to express his message about the need for a civil rights bill. For example, notice that he included a series of phrases beginning with the word *if*

to emphasize the injustices faced by African Americans. Not only do these phrases begin with the same word, but they also repeat the same grammatical pattern. Through this technique, Kennedy created a powerful rhythm that helped persuade his listeners.

The words of Kennedy's civil rights speech are powerful, but Kennedy's delivery made the speech even stronger. Kennedy spoke with confidence in a loud, clear voice. He also used direct eye contact and appropriate facial expressions to connect with his television audience.

Following these steps can help you make a persuasive speech.

1. Write the speech. Make sure it includes a clear main idea, good examples, and convincing language.
2. Practice. Practice reading your speech out loud to a friend. You can also practice at home in front of a mirror.
3. Give the speech. Remember to speak loudly and clearly and to look at your audience.

Practice the Skill

Suppose that you are a politician or civil rights leader in the 1960s. Following the steps above, write a short speech in favor of equal rights for African Americans, Hispanic Americans, women, Native Americans, or Americans with disabilities. After you have written and practiced your speech, give the speech to the class.

Module 30 Assessment

Review Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person from the module.

1. _____ was an African American civil rights leader and minister who believed in nonviolent, direct action.
2. In 1960 black students staged a(n) _____ at a Woolworth lunch counter in Greensboro, North Carolina.
3. The Congress of Racial Equality organized the _____ to protest segregation in bus stations throughout the South.
4. The _____ protected the voting rights of African Americans.
5. The _____ worked to get better pay and working conditions for migrant farmworkers.
6. _____ was the first African American woman elected to the U.S. Congress.

Comprehension and Critical Thinking

Lesson 1

7.
 - a. **Describe** What was the Court's ruling in the *Brown v. Board of Education* case?
 - b. **Explain** What did the Student Nonviolent Coordinating Committee do to fight segregation?
 - c. **Draw Conclusions** Why do you think Martin Luther King Jr. was chosen to lead the MIA?

Lesson 2

8.
 - a. **Recall** What was the New Frontier?
 - b. **Contrast** What roles did leaders from CORE and SNCC play in the Freedom Rides?
 - c. **Compare and Contrast** How were Malcolm X's ideas and strategies similar to those of Martin Luther King Jr.? How did they differ?

Lesson 3

9.
 - a. **Identify** What is the National Organization for Women?
 - b. **Summarize** How did Cesar Chavez help migrant farmworkers?
 - c. **Elaborate** How did the Americans with Disabilities Act help disabled Americans?

Module 30 Assessment, continued

Review Themes

10. **Politics** How did political changes help minorities achieve their goals?
11. **Society and Culture** How did society change during the civil rights era?

Reading Skills

Use Context Clues: Synonyms Use the Reading Skills taught in this module to answer the question below.

The Little Rock Nine began attending classes, but resistance to integration continued. Some white students insulted, harassed, and attacked the black students. In spite of these obstacles, eight of the nine remained at the school.

12. Which of the following would be a good synonym for the word *harassed*?
 - a. comforted
 - b. assisted
 - c. helped
 - d. insulted

Social Studies Skills

Make Speeches Use the Social Studies Skills taught in this module to answer the question below.

13. What steps should you follow to make a persuasive speech?

Focus on Writing

14. **Write a Bill** In this module you learned about the civil rights movement and the passage of new civil rights laws. Imagine that you are a member of Congress during the 1950s and 1960s. You want to write a new civil rights bill to help people gain fair treatment under the law. What is its goal? How will it expand civil rights? Is it designed to help a certain group of people? Discuss the reasons you believe it is important to expand civil rights in this way. You may refer to problems or events the bill responds to as well as to earlier civil rights laws and legal decisions.

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