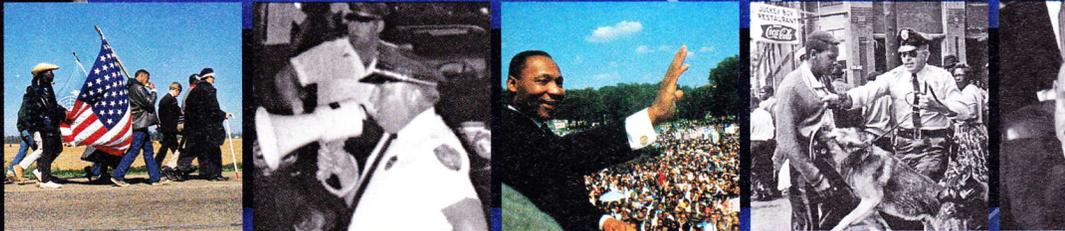


There's More Online!

- ✓ **BIOGRAPHY** James Meredith
- ✓ **Chart/Graph** Civil Rights Act and Voting Rights Act
- ✓ **IMAGE** Lunch Counter Sit-in
- ✓ **IMAGE** The March on Washington
- ✓ **PRIMARY SOURCE** Excerpt from *Coming of Age in Mississippi*
- ✓ **TIME LINE** Key Events of the Civil Rights Movement
- ✓ **VIDEO** Challenging Segregation
- ✓ **INTERACTIVE SELF-CHECK QUIZ**



LESSON 2

Challenging Segregation

ESSENTIAL QUESTIONS • *Why do you think the civil rights movement made gains in postwar America?* • *What motivates a society to make changes?*

Reading **HELPDESK**



Academic Vocabulary

- register

Content Vocabulary

- filibuster • cloture

TAKING NOTES:

Key Ideas and Details

Organizing As you read about the struggle for civil rights, use the following graphic organizer to identify challenges to segregation in the South.

Challenge	Result
Sit-in Movement	
Freedom Riders	

IT MATTERS BECAUSE

In the early 1960s, the struggle for civil rights intensified. African American citizens and white supporters created organizations that directed protests, targeted inequalities, and attracted the attention of the mass media and the government.

The Sit-in Movement

GUIDING QUESTION *What were the goals of the Student Nonviolent Coordinating Committee?*

In the fall of 1959, four young African Americans—Joseph McNeil, Ezell Blair, Jr., David Richmond, and Franklin McCain—enrolled at North Carolina Agricultural and Technical College, an African American college in Greensboro. The four freshmen often talked about the civil rights movement. In January 1960, McNeil suggested a sit-in. “All of us were afraid,” Richmond later recalled. “But we went and did it.”

On February 1, 1960, the four friends entered the nearby Woolworth’s department store. They purchased school supplies and then sat at the whites-only lunch counter and ordered coffee. When they were refused service, Blair asked, “I beg your pardon, but you just served us at [the checkout] counter. Why can’t we be served at the counter here?” The students stayed at the counter until it closed. They then stated that they would sit there daily until they got the same service as white customers. They left the store excited. McNeil recalled, “I just felt I had powers within me, a superhuman strength that would come forward.” McCain noted, “I probably felt better that day than I’ve ever felt in my life.”

News of the daring sit-in spread quickly. The following day, 29 African American students arrived at Woolworth’s determined to sit at the counter until served. By the end of the week, more than 300 students were taking part. A new mass movement for civil rights had begun. Within two months, sit-ins had spread to 54 cities in nine states. They were staged at segregated stores, restaurants, hotels, and movie theaters. By 1961, sit-ins had been held in more than 100 cities.

The sit-in movement brought large numbers of idealistic and energized college students into the civil rights struggle. Many were discouraged by the slow pace of desegregation. Sit-ins offered them a way to dictate the pace of change.

At first, the leaders of the NAACP and the SCLC were nervous about the sit-in campaign. Those conducting sit-ins were heckled, punched, kicked, beaten with clubs, and burned with cigarettes, hot coffee, and acid. Most did not fight back.

Urged on by former NAACP official and SCLC executive director Ella Baker, students established the Student Nonviolent Coordinating Committee (SNCC) in 1960. African American college students from all across the South made up the majority of SNCC's members. Many whites also joined. SNCC became an important civil rights group.

Volunteer Robert Moses urged the SNCC to start helping rural Southern African Americans, who often faced violence if they tried to **register** to vote. Many SNCC volunteers, including Moses, bravely headed south as part of a voter education project. During a period of registration efforts in 1964 known as Freedom Summer, the Ku Klux Klan brutally murdered three SNCC workers with the complicity of local officials.

SNCC organizer and sharecropper Fannie Lou Hamer was evicted from her farm after registering to vote. Police arrested her in Mississippi as she was returning from a voter registration workshop in 1963. They beat her while she was in jail. She still went on to help organize the Mississippi Freedom Democratic Party and challenged the legality of the state's segregated Democratic Party at the 1964 national convention.

READING PROGRESS CHECK

Making Inferences Why were SNCC organizers willing to put themselves at such personal risk?

The Freedom Riders

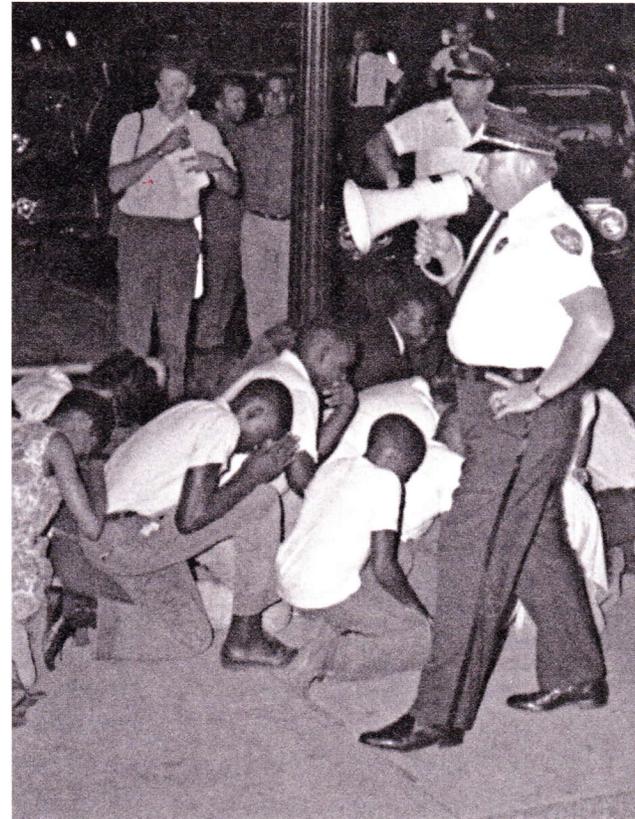
GUIDING QUESTION How did the Kennedy administration's Justice Department help the civil rights movement?

Despite rulings outlawing segregation in interstate bus service, bus travel remained segregated in much of the South. Alabama was one state in which many bus terminals were still segregated. Alabama's governor, John Patterson, was known to be in favor of segregation. As attorney general of the state, he had banned the NAACP from being active in Alabama, and he had fought the bus boycotts.

In early May 1961, teams of African American and white volunteers who became known as Freedom Riders boarded several southbound interstate buses. Buses were met by angry white mobs in Anniston, Birmingham, and Montgomery, Alabama. The mobs slit bus tires and threw rocks at the windows. In Anniston, someone threw a firebomb into one bus. Fortunately, no one was killed.

In Birmingham, riders emerged from a bus to face a gang of young men armed with baseball bats, chains, and lead pipes. The gang beat the riders viciously. Birmingham public safety commissioner Theophilus Eugene "Bull" Connor claimed that there had been no police at the bus station because it was Mother's Day and he had given many officers the day off.

register to file personal information in order to become eligible for an official event



Nonviolent protests, such as this pray-in in Albany, Georgia, in 1962, spread across the nation as the civil rights movement gained momentum.

CRITICAL THINKING

Drawing Conclusions What details in this photograph suggest that it was an effective form of protest?

FBI evidence later showed that Connor had told the local Klan to beat the riders until “it looked like a bulldog got a hold of them.” The violence made national news, shocking many Americans and drawing the federal government’s attention to the plight of African Americans in the South.

Kennedy and Civil Rights

While campaigning for the presidency in 1960, John F. Kennedy had promised to support civil rights. Civil rights leaders such as NAACP executive director Roy Wilkins urged Kennedy to support civil rights legislation after taking office. However, Kennedy knew he needed the support of Southern senators to get other programs through Congress and any new civil rights legislation would anger them.

Kennedy did, however, bring approximately 40 African Americans into high-level government positions. He appointed Thurgood Marshall to a federal judgeship on the Second Circuit Appeals Court in New York. Kennedy also created the Committee on Equal Employment Opportunity (CEEEO). He allowed the Justice Department, run by his brother Robert, to actively support the civil rights movement. The department tried to help African Americans register to vote by filing lawsuits across the South.

After the attacks on the Freedom Riders in Montgomery, both Kennedys publicly urged them to have a “cooling off” period. CORE leader James Farmer rejected the idea and announced that the riders would head into Mississippi. To stop the violence, President Kennedy made a deal with Mississippi senator James Eastland. No violence occurred when buses arrived in Jackson, but Kennedy did not protest the riders’ arrests.

The cost of bailing the Freedom Riders out of jail used up most of CORE’s funds. When Thurgood Marshall learned of the situation, he offered Farmer the use of the NAACP Legal Defense Fund’s huge bail-bond account to keep the rides going. When President Kennedy found that the Freedom Riders were still active, he ordered the Interstate Commerce Commission (ICC) to tighten its regulations against segregated bus terminals. Robert Kennedy ordered the Justice Department to take legal action against Southern cities that maintained segregated bus terminals. By late 1962, segregation in interstate bus travel had virtually ended.

Violence in Birmingham

Martin Luther King, Jr., decided in the spring of 1963 to launch demonstrations in Birmingham, Alabama. He knew they would provoke a violent response, but he believed it was the only way to get the president to actively support civil rights. Eight days after the protests began, King was arrested. While in jail, he began writing the “Letter from Birmingham Jail.” It was an eloquent defense of nonviolent protest. In his letter, King argued that “there are two types of laws: just and unjust . . . [and] one has a moral responsibility to disobey unjust laws. . . . Any law that uplifts human personality is just. Any law that degrades human personality is unjust. All segregation statutes are unjust because segregation distorts the soul and damages the personality.”

After King was released, the protests began to grow again. Public Safety Commissioner Connor responded with force. He ordered police to use clubs, police dogs, and high-pressure fire hoses on the demonstrators.

One powerful demonstration was called the Children’s March. On May 2, heroic young people marched in groups from churches to downtown businesses. Many were attacked by police,

A young protester in Birmingham, Alabama, is attacked by police dogs. Millions of Americans watched the graphic violence on televised nightly news.

► CRITICAL THINKING

Drawing Conclusions In what ways might these violent images have helped the civil rights movement?



and many were arrested. On September 15, 1963, the Ku Klux Klan bombed Birmingham's Sixteenth Street Baptist Church, killing four young girls. News reports of these attacks on children led to greater support for the civil rights movement.

READING PROGRESS CHECK

Explaining Why do you think there was such a violent reaction to the civil rights movement?

The Civil Rights Act of 1964

GUIDING QUESTION How did the Civil Rights Act of 1964 allow the federal government to fight racial discrimination?

Events in Alabama grew more and more tragic. At his inauguration as Alabama's governor, George Wallace had stated, "I draw a line in the dust . . . and I say, Segregation now! Segregation tomorrow! Segregation forever!" On June 11, 1963, federal marshals had to order Wallace to move from where he stood in front of the University of Alabama's admissions office to block two African Americans from enrolling. The next day, a white segregationist murdered civil rights activist Medgar Evers in Mississippi. Evers had been the NAACP's first field secretary, and had focused his efforts on voter registration and boycotts. His death made him a martyr of the civil rights movement. Amid these events, President Kennedy announced a civil rights bill.

The March on Washington

Civil rights leaders kept the pressure on legislators and the president by planning a large-scale march on Washington. On August 28, 1963, more than 250,000 demonstrators, African American and white, gathered near the Lincoln Memorial. They heard speeches and sang songs. Dr. King then delivered a powerful speech calling for freedom and equality for all Americans.

The Bill Becomes Law

Kennedy tried and failed to win passage of civil rights legislation. After his assassination in November 1963, Lyndon Johnson—former leader of the Senate Democrats—became president. He had helped pass the Civil Rights Acts of 1957 and 1960, but had done so by weakening their provisions and by compromising with other Southern senators.

Nevertheless, Johnson worked to get Kennedy's civil rights legislation through Congress. The bill passed the House of Representatives in February 1964. Then it stalled in the Senate for several weeks. Its opponents



"I Have A Dream" Speech

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal' . . .

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

—Martin Luther King, Jr., from the "Address in Washington," August 28, 1963

DBQ ANALYZING PRIMARY

SOURCES What is the dream King refers to in his speech?

Martin Luther King, Jr., speaks to the assembled crowd in Washington, D.C.

CRITICAL THINKING

Making Inferences What details about the March on Washington encouraged more public support for the civil rights movement and put pressure on Congress to act on the civil rights bill?

filibuster an attempt to kill a bill by having a group of senators take turns speaking continuously so that a vote cannot take place

cloture a motion that ends debate and calls for an immediate vote

used a **filibuster**, a tactic in which senators speak continuously to prevent a vote. In June the Senate voted for **cloture**—to end debate and take a vote—with a vote of 71 for and 29 against. The Senate then easily passed the bill. On July 2, 1964, Johnson signed the Civil Rights Act of 1964 into law.

The Civil Rights Act of 1964 was the most comprehensive civil rights law Congress had ever enacted. The law made segregation illegal in most places of public accommodation, and it gave citizens of all races and nationalities equal access to public facilities. The law gave the U.S. attorney general more power to bring lawsuits to force school desegregation and required private employers to end discrimination in the workplace. It also established the Equal Employment Opportunity Commission (EEOC) as a permanent federal agency.

READING PROGRESS CHECK

Assessing Did government support for civil rights come from the federal or state level?

The Struggle for Voting Rights

GUIDING QUESTION Why was the passage of the Voting Rights Act of 1965 a turning point in the civil rights movement?

Despite the passage of the Civil Rights Act of 1964, voting rights remained an issue. The Twenty-fourth Amendment, ratified in 1964, helped somewhat. It eliminated poll taxes in federal (but not state) elections. Convinced that a new law was needed to protect African American voting rights, Dr. King decided to hold another dramatic protest.

The Selma March

In December 1964, Dr. King received the Nobel Peace Prize in Oslo, Norway, for his work in the civil rights movement. A few weeks later, he announced, “We are not asking, we are demanding the ballot.”

In January 1965, the SCLC and Dr. King selected Selma, Alabama, as the focal point for their campaign for voting rights. Although African Americans made up a majority of Selma’s population, they made up only 3 percent of registered voters. To prevent African Americans from registering to vote, Sheriff Jim Clark had deputized and armed dozens of white citizens. His posse terrorized African Americans. On one occasion, they even used clubs and cattle prods on them. King’s demonstrations in Selma led to the arrest of more than 3,000 African Americans, including schoolchildren, by Sheriff Clark.

CHARTS/GRAPHS

MARCHING FOR FREEDOM, SELMA, 1965

Marchers in Selma, Alabama, hoped to build support for a new voting rights law.

- 1 Identifying Central Ideas** How did the Civil Rights Act of 1964 work to end segregation?
- 2 Drawing Conclusions** Why do you think counties where less than half of all adults were registered to vote were a focus of the Voting Rights Act of 1965?

The Civil Rights Act of 1964

- Gave the federal government power to prevent racial discrimination and established the Equal Employment Opportunity Commission (EEOC).
- Made segregation illegal in most places of public accommodation.
- Gave the U.S. attorney general more power to bring lawsuits to force school desegregation.
- Required employers to end workplace discrimination.

The Voting Rights Act of 1965

- Authorized the U.S. attorney general to send federal examiners to register qualified voters.
- Suspended discriminatory devices, such as literacy tests, in counties where less than half of all adults were registered to vote.



To keep pressure on the president and Congress to act, Dr. King joined with SNCC activists and organized a “march for freedom” from Selma to the state capitol in Montgomery, a distance of about 50 miles (80 km). On Sunday, March 7, 1965, the march began. The SCLC’s Hosea Williams and SNCC’s John Lewis led some 600 protesters toward Montgomery.

As the protesters approached the Edmund Pettus Bridge, which led out of Selma, Sheriff Clark ordered them to disperse. Many protesters were beaten in full view of television cameras. This brutal attack, known later as “Bloody Sunday,” left 70 marchers hospitalized and another 70 injured.

The nation was stunned as it viewed the shocking footage of law enforcement officers beating peaceful demonstrators. Watching the events from the White House, President Johnson became furious. Eight days later, he appeared before a nationally televised joint session of Congress to propose a new voting rights law.

The Voting Rights Act of 1965

On August 3, 1965, the House of Representatives passed the voting rights bill by a wide margin. The following day, the Senate also passed the bill. The Voting Rights Act of 1965 authorized the U.S. attorney general to send federal examiners to register qualified voters, bypassing local officials who often refused to register African Americans. The law also suspended discriminatory devices, such as literacy tests, in counties where less than half of all adults had been registered to vote.

The results were dramatic. By the end of the year, almost 250,000 African Americans had registered as new voters. The number of African American elected officials in the South also increased. In 1960, for example, no African American from the South held a seat in the U.S. Congress. By 2011, there were 44 African American members of Congress.

The passage of the Voting Rights Act of 1965 marked a turning point in the civil rights movement. The movement had now achieved two major legislative goals. Segregation had been outlawed, and new federal laws were in place to prevent discrimination and protect voting rights. After 1965, the movement began to shift its focus. It turned its attention to the problems of African Americans trapped in poverty and living in ghettos in many of the nation’s major cities.



President Johnson signs the Voting Rights Act into law on August 6, 1965.

► CRITICAL THINKING

Comparing and Contrasting How were the Civil Rights Act of 1964 and the Voting Rights Act of 1965 similar and different?

✓ READING PROGRESS CHECK

Summarizing What was the positive outcome of the brutal response of police to civil rights protests?

LESSON 2 REVIEW



Reviewing Vocabulary

1. Explaining How did opponents of the Civil Rights Act of 1964 use the filibuster to try to block its passage?

Using Your Notes

2. Summarizing Use the notes you completed during the lesson on challenges to segregation to write a paragraph summarizing how the Freedom Riders helped the civil rights movement.

Answering the Guiding Questions

3. Identifying What were the goals of the Student Nonviolent Coordinating Committee?

4. Analyzing How did the Kennedy administration’s Justice Department help the civil rights movement?

5. Interpreting How did the Civil Rights Act of 1964 allow the federal government to fight racial discrimination?

6. Evaluating Why was the passage of the Voting Rights Act of 1965 a turning point in the civil rights movement?

Writing Activity

7. INFORMATIVE/EXPLANATORY Assume the role of a journalist working for a college newspaper in 1960. Write an article for the newspaper describing the sit-in movement, including its participants, goals, and achievements.