CHAPTER TWENTY-EIGHT
THE CIVIL RIGHTS MOVEMENT, 1945–1966

CHAPTER OVERVIEW
This chapter covers the mass movements for civil rights beginning in the black community and then extending to the Mexican American, Puerto Rican, Asian, and American Indian communities as well. This era, often called the “Second Reconstruction,” saw advances against segregation through federal court decisions and more direct activism as black leaders forced the larger community to face segregation issues. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 reinforced political equality but economic and social equality did not automatically follow. The persistence of poverty, entrenched racism, and ghetto slums brought a split in the black consensus over goals for their movement. The civil rights movement overall and the Great Society created new pride and expectation as well as anger and a more militant movement.

CHAPTER OBJECTIVES
After reading this chapter and following the study suggestions given, students should be able to:

1. Explain how the Montgomery Bus Boycott drew an African-American community together to challenge segregation.
2. Discuss the origins of the civil rights movement in the postwar years to the crisis in Little Rock, Arkansas.
3. Explain why and how some black leaders pursued means other than the legal strategy followed by the NAACP.
5. Outline the issues and strategies followed by other minorities inspired by the black movement as well as improvements gained.
6. Trace the records of Truman, Eisenhower, Kennedy, and Johnson in trying to change segregation.
7. Making connections: Chapter seventeen and Chapter nineteen: compare the first period of Reconstruction and the era following to Plessy v. Ferguson to the era after World War II with Brown v. Board of Education and a revived civil rights movement.

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES: The Montgomery Bus Boycott: An African American Community Challenges Segregation: How and why did the Montgomery bus boycott begin? What was the role of the following people: Rosa Parks, Martin Luther King, Jr., E.D. Nixon, Jo Ann Robinson? What was the outcome of the boycott and how long did it take to achieve?

ORIGINS OF THE MOVEMENT: What were the origins of the civil rights struggle of the 1950s and 1960s? What various effects did the war have on civil rights during wartime and after? What were the early successes and setbacks of the movement? Who were its major leaders?
Civil Rights After World War II: How did the civil rights movement gain its impetus after the war? What was the effect of the union movement on civil rights? What had the Truman administration done that kept the loyalty of the black voter? What happened to the growth of the NAACP in this era and what did they do during this period to challenge discrimination? What was the Morgan v. Virginia decision and why did activists begin the Freedom Ride? What was the outcome of it? What two symbolic firsts did Jackie Robinson and Ralph Bunche represent? What was “bebop” and what was the conscious design of this music?

The Segregated South: What was the level and structure of segregation in the South? How many eligible blacks voted in the South and what measures were set up to keep them from voting? How did one black preacher summarize the difference between northern and southern white racial attitudes? What is the point of Paul Laurence Dunbar’s poem, “We Wear the Mask”?

Brown v. Board of Education: What was the background to Brown v. Board of Education and what was the aim or strategy of the NAACP in pursuing the legal case? What was Marshall’s argument and how did the Supreme Court react? What happened when it came to enforcement and how did the second Brown ruling limit the effectiveness of the first?

Crisis in Little Rock: What caused the crisis in Little Rock? What types of resistance were there to the Brown decision? What was Eisenhower’s view of the decision and of his appointee, Earl Warren? Who was Orval Faubus and what was his role in creating the Little Rock crisis? What was Eisenhower’s view of Brown and why did he take action against Faubus? What did Eisenhower do and what was Faubus’s reaction?

NO EASY ROAD TO FREEDOM, 1957–1962: Why was the road to freedom still difficult in spite of the Brown decision? What other tactics did the black community begin to use and what were their effects?

Martin Luther King and the SCLC: What was Martin Luther King’s background and what was the SCLC? What influence did Walter Rauschenbusch and Mohandas Gandhi have on King? What were the six key lessons King felt were learned from the bus boycott victory? What shape did the SCLC envision for the struggle for racial equality? What happened instead?

Sit-Ins: Greensboro, Nashville, Atlanta: What was the sit-in tactic and what was the outcome in Greensboro, Nashville, and Atlanta? What was the source of leadership in these protests? Who was Rev. James Lawson and what role did he play in sit-ins? Who were Julian Bond and Lonnie King? What was their role in the sit-ins?

SNCC and the Beloved Community: What was SNCC, how was it formed and what differences appeared in the black community over student militancy? Who was Ella Baker and what was her role in forming SNCC?

The Election of 1960 and Civil Rights: What was the civil rights position of each of the presidential candidates in the 1960 election? What happened in the process of the campaign? What happened when Kennedy became president? What changes did Kennedy make?

Freedom Rides: What were the Freedom Rides and what was their goal? Who was James Farmer and what was his role in the first Freedom Ride? What was the outcome? What other Freedom Rides followed and what publicity did they gain? What were the various gains of the Freedom Rides both in terms of Jim Crow and in terms of future struggle?
**The Albany Movement:** The Limits of Protest: What was the Albany Movement and what limits of protests did it expose? How did Laurie Pritchett, the police chief, deal with the movement? Who were James Meredith and Ross Barnett and what issue were they involved in? What did the University of Mississippi battle demonstrate?

**THE MOVEMENT AT HIGH TIDE, 1963–1965:** Why were the years 1963–1965 called high tide of the movement? What did they gain?

**Birmingham:** Why was Birmingham chosen as a place to launch a new campaign against segregation? What was the nature of the campaign? Who was Eugene Connor and what was his response to the campaign? What happened as the campaign was carried out? What significance did it have for building support and for changing the nature of black protest?

**JFK and the March on Washington:** What position did JFK take on civil rights and the planned march on Washington? Who organized the march and what was the result?

**LBJ and the Civil Rights Act of 1964:** What was LBJ’s background on civil rights and what position did he take on the proposed legislation? What were the provisions of the Civil Rights Act of 1964?

**Mississippi Freedom Summer:** What was the Freedom Summer campaign and why was Mississippi the target? Who were Bob Moses and Dave Dennis and what did they expect in their campaign? What were the results? What tensions took place within the “beloved community?” What was the success of the campaign in terms of registration to vote and gaining national attention? What was the MFDP and what problem did it illustrate?

**Malcolm X and Black Consciousness:** What change in black consciousness did Malcolm X represent? What was his view of the civil rights movement? What change did he make later?

**Selma and the Voting Rights Act of 1965:** Why was Selma the next choice for a campaign and what did the movement leaders hope would happen? Why was the Selma to Montgomery march the next step? What happened as a result of “Bloody Sunday” at the Pettus Bridge? As the Selma movement lost momentum, what happened to revive it? What were the provisions of the Voting Rights Act and what levels of registration were reached?

**FORGOTTEN MINORITIES, 1945–1965:** Who were the forgotten minorities and what effect did the black civil rights movement have on them? What did they gain?

**Mexican Americans:** What activities did the postwar Mexican American groups stress? What was the significance of each of the following court cases: *Mendez v. Westminster*, *Delgado case*, *Hernandez decision*?

**Puerto Ricans:** What was the relationship between the United States and Puerto Rico? Where did most Puerto Ricans go in the “great migration?” What problems did they encounter and what did their community concentrate on gaining?

**Indian Peoples:** What policy change affected Indian peoples and how did it increase their activism? What problems were there on reservations? What was the BIA relocation program?

**Asian Americans:** What happened to Japanese Americans after the relocation program of World War II? What was the JACL and what did they manage to defeat in California? How did the McCarran-Walter Act and then the Immigration and Nationality Acts of 1952 and 1965 change citizenship and immigration patterns? What were the statistics of Asian immigration form 1960 to 1985?
CONCLUSION: **Free at Last?** What gains were made toward political or constitutional freedom? What was the central assumption of liberalism? By the mid-1960s, what changes were developing within black groups as well as white opposition groups? What was Martin Luther King’s broader vision?

**KEY TERMS/VOCABULARY**
Identify the following terms:

1. Rosa Parks
2. E.D. Nixon
3. Jo Ann Robinson
4. Montgomery Improvement Association
5. Women’s Political Council
6. *Morgan v. Virginia*
7. Freedom Ride
8. Jackie Robinson
9. Ralph Bunche
10. Charlie Parker
11. Miles Davis
12. Adam Clayton Powell, Jr.
13. Thurgood Marshall
14. Congress of Racial Equality
15. “bebop”
16. Paul Laurence Dunbar
17. *Brown v. Board of Education*
18. *Missouri v. ex.rel. Gaines*
19. *McLaurin v. Oklahoma State Regents*
20. Earl Warren
21. Little Rock
22. Orval Faubus
23. Southern Manifesto
24. Martin Luther King, Jr.
25. SCLC
26. Greensboro
27. sit-ins
28. Nashville
29. Atlanta
30. Rev. James Lawson
31. Julian Bond
32. Lonnie King
33. SNCC
34. Ella Baker
35. minimum legislation
36. maximum executive action
37. Robert Kennedy
38. Civil Rights Act of 1957
39. Burke Marshall
40. Freedom Rides
41. James Farmer
42. Albany Movement
43. Laurie Pritchett
44. James Meredith
45. Ross Barnett
46. Birmingham
47. Eugene Connor
48. Fred Shuttlesworth
49. Freedom Now
50. George Wallace
51. Medgar Evers
52. A Philip Randolph
53. John Lewis
54. Walter Reuther
55. “I have a dream”
56. Civil Rights Act of 1964
57. Freedom Summer
58. Bob Moses
59. Dave Dennis
60. MFDP
61. Neshoba County
62. Ruby Robinson
63. Malcolm X
64. Nation of Islam
65. Elijah Mohammed
66. Organization of Afro-American Unity
67. Black Power
68. Selma
69. “Bloody Sunday”
70. Voting Rights Act of 1965
71. LULAC
72. GI Forum
73. *Mendez v. Westminster*
74. *Delgado case*
75. *Hernandez decision*
76. *la raza*
77. House Concurrent Resolution 108
78. National Congress of American Indians
79. Native American Rights Fund
80. Indians Claims Commission
81. *U.S. v. Wheeler*
82. National Indian Youth Council
83. BIA relocation program
84. JACL
85. McCarran-Walter Act
86. Immigration and Nationality Acts of 1952 and 1965
1. Graphic Organizer: Suggest a brainstorming session using a graphic organizer. On the board or on a transparency, write the words CIVIL RIGHTS in the middle. Ask students to say the words that come to their minds. Name the people, places, and events.

2. Make Connections: Compare the Supreme Court cases of *Plessy v. Ferguson* and *Brown v. Board of Education*. Have students complete the comparison skills sheet (p. 378).

3. Supreme Court Cases: Study the Supreme Court Cases mentioned in Chapter Twenty-Eight. Use the synopsis on pp. 379–380 to review the cases.

4. Cooperative Learning: In pairs, students are to write a childrens book on the Civil Rights Movement for a six-year-old child. The book must be clearly written so that the young reader can understand the concept completely. The ten-page book must be illustrated.

5. Literacy Test: Have students take the 1965 Alabama Literacy Test on pp. 381–384. Discuss this type of test in reference to the study of the Civil Rights Movement.

6. Writing Skills: Evaluate the prompt at the end of Chapter Twenty-Eight. Prior to writing the essay have students review the OVERVIEW titled Landmark Civil Rights Legislation. NOTE TO TEACHERS: In successfully attacking the question, students will have to determine if the nonviolent civil disobedience concept was successful and, if so, why it was successful. Not mentioned in the question was the role of the national media. Hundreds of local protests against Jim Crow by African Americans had occurred since 1890 and been put down with violence and brutality by white supremacists. In 1963 “Bull” Conner in Birmingham used the same tactic to keep blacks under control, but the presence of television and print photographers spread the image across the nation and into the homes of the American people. How important was this new factor of a national media observing protests against segregation in the South?

6. Enrichment Activity: As a “Brown Bag” lunch activity, movie night, or out-of-class activity, suggest students view *Forrest Gump*. Have students list all the historical information as portrayed in the video. The activity will aid in the study of the Civil Rights Movement and Chapter Twenty-Nine’s discussion of Vietnam.
Compare the Supreme Court Cases
of Plessy v. Ferguson and Brown v. Board of Education

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<thead>
<tr>
<th>Plessy v. Ferguson</th>
<th>Brown v. Board of Education</th>
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Results: | Results:
**Supreme Court Cases**

**Missouri v. ex.rel. Gaines, 1938**

The State of Missouri provided separate schools and universities for whites and African Americans. African Americans were denied admission to the law school, therefore violating the Fourteenth Amendment. The Court ruled that the University of Missouri Law School must either admit African Americans or build another, fully equal law school for the African-American students. The Court ruled that the state must offer equality of privilege to all its students.

**Morgan v. Virginia, 1946**

A Virginia Code of 1942 required separation of white and African-American passengers on both interstate and intrastate motor carriers. The Court ruled that segregation on interstate buses was unconstitutional.

**McLaurin v. Oklahoma State Regents, 1950**

McLaurin was an African American with a master’s degree and was admitted to the Graduate School of the University of Oklahoma as a candidate for a doctorate degree. He was permitted to use the same classroom, library, and cafeteria as white students. Under the requirement of the state law that the instruction of African-Americans be segregated, he was assigned a seat in the classroom specifically on a row for African, American students, was assigned to a certain table in the library, and to a special table in the cafeteria. He was unable to discuss and exchange ideas with other students. The conditions under which he was required to receive his education deprived him of his equal protection of the law and violated the Fourteenth Amendment. These regulations invariably created a “badge of inferiority.” The Court ruled that McLaurin must receive the same treatment from the state as students of other races.

**Sweatt v. Painter, 1950**

This case involved the state-supported University of Texas Law School. An African American was offered enrollment in a separate law school newly established by the state, but he refused. The University of Texas Law School had sixteen full-time and three part-time professors, 850 students, while the separate law school had five full-time professors, and twenty-three students. The legal education offered was not substantially equal to what he would receive if admitted to the University of Texas Law School. The equal protection clause of the Fourteenth Amendment had been violated.

This case and **McLaurin v. Oklahoma State Regents** continued the series of Supreme Court decisions that culminated in **Brown v. Board of Education, 1954**.

The suit was generated by the NAACP on behalf of eleven-year-old Linda Brown who, by order of the Topeka, Kansas, School Board, was forced to attend a school exclusively for African-American children. This case was decided with Briggs v. Elliott and Davis v. County School Board of Prince Edward County.

The Supreme Court ruled that separate, but equal has no place in the education of children. Racial segregation in public education has a harmful effect on minority children because it is interpreted as a sign of inferiority. Separate education facilities are “inherently unequal,” thus a denial to African-American children of the equal protection of laws guaranteed by the Fourteenth Amendment. The Court barred racial segregation in the nation’s public schools.

Brown v. Board of Education II, 1955

The Court ordered an end to segregated school systems “with all deliberate speed.” The Court held that the problems identified in Brown I required local solutions. Chief Justice Warren urged local school boards to act on the new principles promptly.

Hernandez v. Texas, 1954

Pete Hernandez was indicted and tried for the murder of Joe Espinosa in Jackson County, Texas. His petition to the Supreme Court suggested that persons of Mexican descent were excluded from serving as jury commissioners, grand jurors, and petit jurors in the county of his conviction, thus denying him equal protection of the laws guaranteed by the Fourteenth Amendment.

The Supreme Court ruled that exclusion of Mexican Americans from Texas jury lists was unconstitutional.

CRITICAL THINKING:

1. Look at the timeline of the Supreme Court Cases. What events encouraged the court to reverse the Plessy v. Ferguson decision?
2. What was the NAACP’s role in the decisions?
3. Why did the NAACP choose colleges and universities to begin the legal process?
4. Why would it be important for Mexican Americans to serve on Pete Hernandez’s jury?
5. What role did the executive and legislative branches of government take during the Civil Rights Movement?
U.S. Constitution Test
Alabama Literacy Test, 1965

Place your answers on the answer sheet provided. Do not write on this test. You have 25 minutes to complete this test.

1. Which of the following is a right guaranteed by the Bill of Rights?
   A. Public education          C. Employment
   B. Voting                    D. Trial by jury

2. The Federal census of population is taken each five years.
   True                          False

3. If a person is indicted for a crime, name two rights that he has: _______?_______ and _______?_______

4. A U.S. Senator elected at the general election in November takes office the following year on what date? _______?_______

5. A President elected at the general election in November takes office the following year on what date? _______?_______

6. Which definition applies to the word “amendment’’?
   A. Proposed change, as in a constitution
   B. Making of peace between nations at war
   C. A part of the government

7. A person appointed to the U.S. Supreme Court is appointed for a term of _______?_______

8. When the Constitution was approved by the original colonies, how many states had to ratify it in order for it to be in effect? _______?_______

9. Does enumeration affect the income tax levied on citizens in various states? _______?_______

10. Persons opposed to swearing in an oath may say, instead: (solemnly) _______?_______

11. To serve as President of the United States, a person must have attained _______?_______ years of age.
   A. 25          B. 35          C. 40          D. 45

12. What words are required by law to be on all coins and paper currency of the U.S.? _______?_______

13. The Supreme Court is the chief lawmaking body of the state.
   True                          False

14. If a law passed by a state is contrary to provisions of the U.S. Constitution, which law prevails? _______?_______

15. If a vacancy occurs in the U.S. Senate, the state must hold an election, but meanwhile, the place may be filled by a temporary appointment made by _______?_______
16. A U.S. Senator is elected for a term of _______?_______ years.

17. Appropriation of money for the armed services can be only for a period limited to _______?_______ years.

18. The chief executive and the administrative offices make up the _______?_______ branch of government.

19. Who passes laws dealing with piracy? _______?

20. The number of representatives which a state is entitled to have in the House of Representatives is based on _______?_______

21. The Constitution protects an individual against punishments which are _______?_______ and _______?_______

22. When a jury has heard and rendered a verdict in a case and the judgment on the verdict has become final, the defendant cannot again be brought to trial for the same cause.
   True False

23. Name two levels of government that can levy taxes. _______?_______ and _______?_______

24. Communism was the type of government in:     A. U.S.     B. Russia      C. England

25. Cases tried before a court of law are two types, civil and _______?_______

26. By a majority vote of the members of Congress, the Congress can change provisions of the Constitution of the U.S.
   True False

27. For security each state has a right to form a _______?_______

28. The electoral vote for President is counted in the presence of two bodies. Name them _______?_______ and _______?_______

29. If no candidate for President receives a majority of the electoral vote, who decides who will become President? _______?_______

30. Of the original 13 states, the one with the largest representation in the first Congress was _______?

31. Of which branch of government is the Speaker of the House a part?
   A. Executive               B. Legislative             C. Judicial

32. Capital punishment is the giving of a death sentence.
   True False

33. In case the President is unable to perform the duties of his office, who assumes them? _______?

34. “Involuntary servitude” is permitted in the U.S. upon the conviction of a crime.
   True False
35. If a state is a party to a case, the Constitution provides that original jurisdiction shall be in _______?_______

36. Congress passes laws regulating cases that are included in those over, which the U.S. Supreme Court has _______?_______ jurisdiction.

37. Which of the following is a right guaranteed by the Bill of Rights of the U.S. Constitution?
   A. Public Housing   C. Education
   B. Voting           D. Trial by jury

38. The Legislatures of the states decide how presidential electors may be chosen.
   True                False

39. If it were proposed to join Alabama and Mississippi to form one state, what groups would have to vote approval in order for this to be done?

40. The Vice President presides over _______?_______

41. The Constitution limits the size of the District of Columbia to _______?_______

42. The only laws that can be passed to apply in a federal arsenal are those passed by _______?_______ provided consent for the purchase of the land is given by the _______?_______

43. In which document or writing is the “Bill of Right” found?

44. Of which branch of government is a Supreme Court justice a part?
   A. Executive   B. Legislative   C. Judicial

45. If no person receives a majority of the electoral votes, the Vice-President is chosen by the Senate?
   True                False

46. Name two things the states are forbidden to do by the U.S. Constitution_______?_______ and _______?_______

47. If election of the President becomes the duty of the House of Representatives and it fails to act, who becomes President and when? _______?_______

48. How many votes must a person receive in order to become President if the election is decided by the U.S. House of Representatives? _______?_______

49. How many states were required to approve the constitution in order for it to be in effect? _______?_______

50. Check the offenses that, if you are convicted of them, disqualify you for voting:
   A. Murder         C. Issuing worthless checks
   B. Petty larceny  D. Manufacturing whiskey

51. The Congress decides in what manner states elect presidential electors.
   True                False

52. Name two of the purposes of the U.S. Constitution. _______?_______ and _______?_______
53. Congress is composed of ______?

54. All legislative powers granted in the U.S. Constitution may legally be used only by ______?

55. The population census is required to be made every ______? years.

56. Impeachment of U.S. officials are tried by ______?

57. If an effort to impeach the President of the U.S. is made, who presides at the trial? ______?

58. On the impeachment of the Chief Justice of the Supreme Court of the U.S. who tries the case? ______?

59. Money is coined by order of:
   A. U.S. Congress  B. The President’s Cabinet  C. State Legislatures

60. Persons elected to cast a state’s vote for U.S. President and Vice President are called presidential ______?

61. Name one power that is exclusively legislative and is mentioned in one of the parts of the U.S. Constitution. ______?

62. If a person flees from justice into another state, who has the authority to ask for his return? ______?

63. Whose duty is it to keep Congress informed of the state of the union? ______?

64. If the two houses of Congress cannot agree on adjournment, who sets the time? ______?

65. When Presidential Electors meet to cast ballots for President, must all electors in a state vote for the same person for President or can they vote for different persons if they so choose? ______?

66. After the Presidential Electors have voted, to whom do they send the count of their votes? ______?

67. The power to declare war is vested in ______?

68. Any power and rights not given to the U.S. or prohibited to the states by the U.S. Constitution are specified as belonging to whom? ______?
MAP SKILLS CRITICAL VIEWING ACTIVITIES

1. Map of the Civil Rights Movement
   a. In general where were the key battlegrounds in the Civil Rights Movement?
   b. Be able to match each of these cities to the significant Civil Rights Movement event that happened there.

2. Impact of the Voting Rights Act of 1965
   a. In general what happened to voter registration among African Americans in the South between 1960 and 1971?
   b. Which state had the LEAST percentage of registered black voters in 1960?
   c. What state had the MOST?
   d. Which state was still the lowest in 1971?
   e. Which state was the highest in 1971?

3. “White Only”: Locate the photograph in Chapter Twenty-Eight that shows the Colored Waiting Room and White Only Ladies Rest Room. Look at the words in the photograph.
   a. As a historian, what does the picture reveal?
   b. What words are written on the glass door?

4. “Greensboro Sit-in”: Locate the photograph in Chapter Twenty-Eight of the Greensboro sit-in.
   a. Where did the sit-in occur?
   b. Why did these students refuse to leave the Woolworth lunch counter?
   c. When would they leave?
   d. Read in the Documents Set the articles by Julian Bond and Jo Ann Gibson Robinson.
   e. Locate the photograph of the Civil Rights demonstrator in Birmingham, Alabama.
   f. Have a class discussion about the Civil Rights Movement. Do the students feel more informed about the causes? What are their feelings toward this era?

READING QUIZ

MULTIPLE CHOICE:

1. In 1955, the black community in Montgomery, Alabama, represented this fraction of the city’s population:
   a. one-tenth c. one-third
   b. one-fourth d. one-half

2. Which one of the following was NOT a step President Truman took that shifted most black voters to the Democratic Party?
   a. A presidential committee on Civil Rights that made ambitious recommendations.
   b. Truman publicly endorsed the report: To Secure These Rights.
   c. He desegregated the armed forces by executive order.
   d. He met with Thurgood Marshall and praised the NAACP.

3. Black jazz musicians created a more complex music in the forties that was harder for whites to copy, cover over or sweeten. This music was called
   a. bebop. c. rebop.
   b. rockabilly. d. swing.
4. A combination of legal and violent acts kept all but the most determined blacks from voting in the late 1940s. The number was _____ percent.
   a. one c. ten
   b. five d. fifteen

5. The victory in *Brown v. Board of Education* was limited by this second ruling:
   a. accepting the idea of “interposition” as a legal argument.
   b. giving responsibility for implementation to local school boards.
   c. monitoring would be decided by the local community.
   d. schools would have a ten year time plan to implement.

6. Martin Luther King Jr. was inspired by this American theologian’s social Christianity:
   a. Walter Rauschenbusch c. Billy Graham
   b. Ralph Abernathy d. Norman Vincent Peale

7. Greensboro, North Carolina; Nashville, Tennessee; and Atlanta, Georgia were the sites of this particular strategy of the civil rights movement:
   a. Freedom rides to test the *Morgan v. Virginia* ruling in interstate buses
   b. Mass signings of a Southern manifesto to defeat segregation
   c. Sit-ins at lunch counters and restaurants to protest discrimination
   d. Voter registration drives to increase the number of black voters

8. The Freedom Rides were to *Morgan v. Virginia* desegregation on interstate facilities as the Mississippi Freedom Summer was to
   a. voter registration. c. union organizing.
   b. college registration. d. job opportunity.

9. Which one of the following was NOT a crisis planned to arouse national indignation?
   a. Birmingham campaign c. March on Washington
   b. Selma campaign d. Albany Movement

10. Which one of the following has the LEAST to do with Malcolm Little?
    a. Nation of Islam c. Black Muslims

11. The Immigration and Nationality Act of 1965 ended
    a. termination policy. c. Operation Wetback.
    b. national-origin quotas. d. Issei citizenship eligibility.

12. The NAACP was to pursuing legal cases in the black community as THIS group was in the Mexican-American community:
    a. LULAC c. BRACERO
    b. La RAZA d. ANMA

13. The Jones Act of 1917 granted U.S. citizenship to
    a. Issei. c. illegal Mexican immigrants.

14. With the change in the Immigration and Nationality Act of 1965, this group was not the largest Asian-American group in 1985 as it had been in 1960:
    b. Vietnamese d. Korean
15. Which one of the following court cases is NOT correctly matched with the topic of the decision?
   a. *US. v. Wheeler*: unique and limited sovereignty of Indian tribes
   c. *Missouri v. ex. rel. Gaines*: a separate law school must be fully equal
   d. *McLaurin v. Oklahoma State Regents*: black students must be admitted to law school

**CHRONOLOGY AND MAPS:**

16. Which one of the following lists the CORRECT order of these events?

   (1) Brown case rules segregated schools are inherently unequal
   (2) Executive Order 8802 forbids racial discrimination in defense industries
   (3) Truman issues executive order desegregating the armed forces
   (4) Morgan case rules segregation on interstate buses is unconstitutional

   a. 2,3,4,1   c. 2,3,1,4
   b. 2,4,3,1   d. 2,4,1,3

17. The Mississippi Freedom Democratic Party is denied seats at this presidential convention:
   a. 1952  c. 1960
   b. 1956  d. 1964

18. Eisenhower sent troops to integrate a high school in

19. The Freedom Summer activists concentrated on this southern state since it had the lowest number of African-American registered voters in 1960:
   a. Louisiana  c. Alabama
   b. South Carolina  d. Mississippi

**SHORT ESSAY:**

20. Explain the quotation attributed to a black preacher on p. 853.

21. How did the events at Little Rock High School define the role of the federal government with respect to civil rights?

22. What event thrust Martin Luther King, Jr. into the national spotlight and why? Describe King’s involvement in this event.


**EXTENDED ESSAY:**

24. What is the irony of the role the civil rights issue played in the 1960 presidential election? Why did this irony come about?

25. Analyze the effect the black civil rights movement had on the movements to gain civil rights for other minority groups.

26. Compare and contrast the roles of Martin Luther King, Jr. and Malcolm X in the black community.