

The African American Civil Rights Movement (1960s)

Theme: Social Structures & Politics and Power

Learning Objective 8.L: Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

Civil Rights Movement

KC-8.2.1.A: During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

- MLK Jr.
 - “_____” inspires action
 - Investigated by FBI from 1950s-68
 - _____ - advocates for greater measures
- Direct action and Nonviolent protest tactics
 - _____ at segregated lunch counters
 - _____ at segregated beaches
 - “_____” on interstate buses
 - 1963 March on Washington
 - 200,000 attendees

Resistance Against Desegregation

KC-8.2.1.C: Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

- Resistance to Progress
 - 1962 _____ trying to attend U. of Mississippi,
 - _____ blocks door to University of Alabama
 - Volunteers abducted and killed during 1964 _____
 - _____ to _____ March violently broken up at Edmund Pettus Bridge
 - Assassinations _____ (1963) and MLK Jr. (1968)
 - 1968 Presidential Election
 - Wallace receives _____ electoral votes
- Efficacy of nonviolence
 - Creation of _____ (SNCC) - _____,

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Name: _____

_____, Stokely Carmichael

- Nation of Islam and _____ - self defense against white violence
- _____ (1966) militant revolutionary socialist movement advocates self-rule
- Race Riots across America in response to racism and segregation ex. _____ (1965), _____ (1967)

Learning Objective 8.M: Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.

Civil Rights Act

KC-8.2.I.B.ii: The three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality

- Civil Rights Act of 1964
 - Makes segregation in public facilities illegal, more power to enforce
 - Creation of _____
- _____
 - Eliminated _____, power to fed. gov. to step in when necessary
 - Inspired by police violence on peaceful protesters at _____
- 24th amendment (1964) eliminated Poll Tax

Supreme Court Decisions

KC-8.2.III.B.ii: A series of Supreme Court decisions expanded civil rights and individual liberties.

- _____ (1962) ends gerrymandering on basis of race
- _____ (1968) "school choice" programs not enough to comply with desegregation orders
- _____ (1969) calls for immediate school desegregation
- _____ (1971) allows use of busing for desegregation
- _____ (1974) prohibits interdistrict busing as tool for desegregation

Recap

- MLK Jr. most visible Civil Rights leader, inspires through "Letter from a Birmingham Jail" and "I Have a Dream" Speech
- Resistance to progress coincided with variety of groups like SNCC and Black Panther Party
- Legislative victories for the movement with Civil Rights Act of 1964 and Voting Rights Act of 1965
- Judicial victories with *Alexander v. Holmes*, *Baker v. Carr*

Part II

Short Answer Questions

Answer the following in AT LEAST three sentences.

1. Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

2. Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.

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Only a Pawn in Their Game

WRITTEN BY: BOB DYLAN

Retrieved from: <https://www.bobdylan.com/songs/only-pawn-their-game/>; <https://open.spotify.com/track/6lib77q4koq52srvsevRfT>

A bullet from the back of a bush took Medgar Evers' blood
A finger fired the trigger to his name
A handle hid out in the dark
A hand set the spark
Two eyes took the aim
Behind a man's brain
But he can't be blamed
He's only a pawn in their game

A South politician preaches to the poor white man
"You got more than the blacks, don't complain
You're better than them, you been born with white skin," they
explain.
And the Negro's name
Is used it is plain
For the politician's gain
As he rises to fame
And the poor white remains
On the caboose of the train
But it ain't him to blame
He's only a pawn in their game

The deputy sheriffs, the soldiers, the governors get paid
And the marshals and cops get the same
But the poor white man's used in the hands of them all like a tool
He's taught in his school
From the start by the rule
That the laws are with him
To protect his white skin

To keep up his hate
So he never thinks straight
'Bout the shape that he's in
But it ain't him to blame
He's only a pawn in their game

From the poverty shacks, he looks from the cracks to the tracks
And the hoofbeats pound in his brain
And he's taught how to walk in a pack
Shoot in the back
With his fist in a clinch
To hang and to lynch
To hide 'neath the hood
To kill with no pain
Like a dog on a chain
He ain't got no name
But it ain't him to blame
He's only a pawn in their game.

Today, Medgar Evers was buried from the bullet he caught
They lowered him down as a king
But when the shadowy sun sets on the one
That fired the gun
He'll see by his grave
On the stone that remains
Carved next to his name
His epitaph plain:
Only a pawn in their game

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1. Provide an Attribution for the document:
2. Use the document to support the thesis: "The Civil Rights movement made significant progress in the 1960s but it was marred by roadblocks and resistance"
3. Choose one of the analysis topics from HAPP and provide a 2 sentence analysis of the document.
4. Give an A-C-E response on a piece of outside evidence that is relevant to the document and topic of the thesis

