

Revision session 1:

Key Topic 1: The Development of the Civil Rights Movement, 1954-75

This section outlines the position of black Americans in the early 1950s:

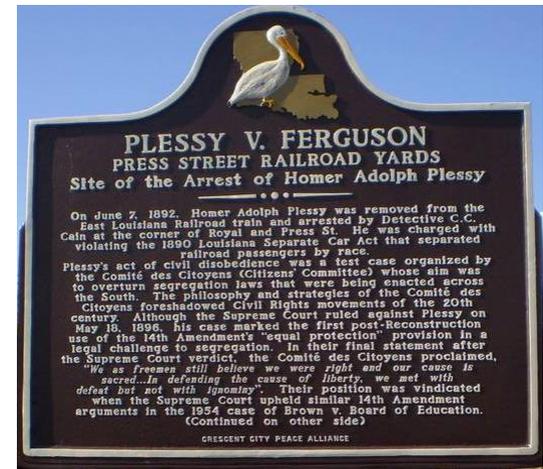
- Segregation, discrimination and voting rights in the Southern states.
- The work of civil rights organisations, including the NAACP and CORE.

Jim Crow Laws- Can you remember what they were?



Supreme Court ruling 1896

Plessy v. Ferguson, 163 U.S. 537 (1896), was a landmark decision of the U.S. Supreme Court issued in 1896. It upheld the constitutionality of racial segregation laws for public facilities as long as the segregated facilities were equal in quality – a doctrine that came to be known as "separate but equal".



Education/ Schools

- White pupils and Black pupils attended different schools. Black people were not allowed to attend university in the south- this kept them from doing the higher paid jobs and improving their situation.
- Supreme court stated that as long as they were of **equal** quality then this was fine-
SEPARATE BUT EQUAL.

Can you spot the difference?



Summer High School for white
Children in Kansas



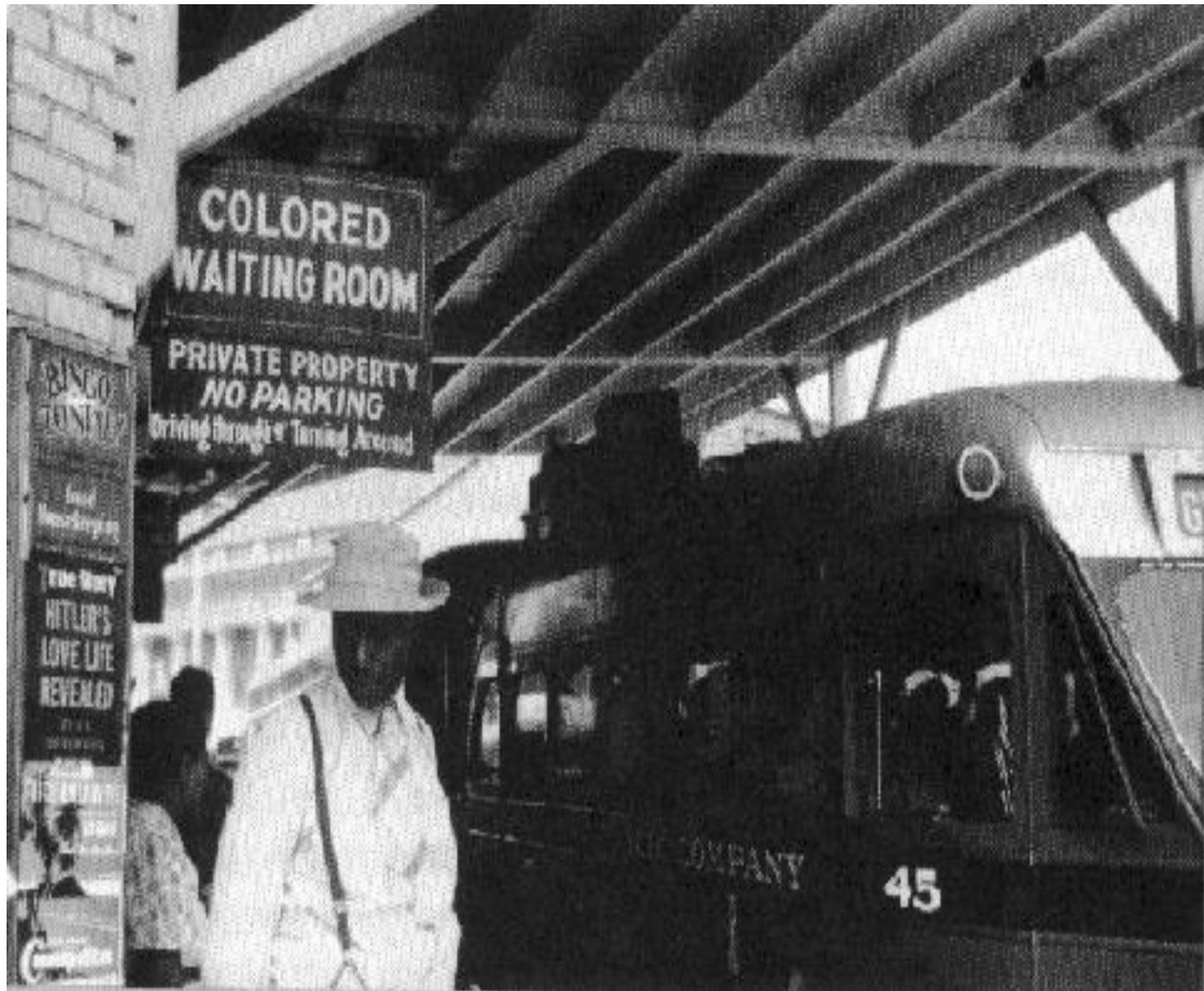
School for African Americans

Travel

- Black people not allowed to travel in same carriages as white people
- also had separate waiting rooms
- Plessy challenged this in 1896 but law upheld by Supreme Court



The Birmingham News



Leisure and facilities

- Black people also segregated when eating out

White



Coloured

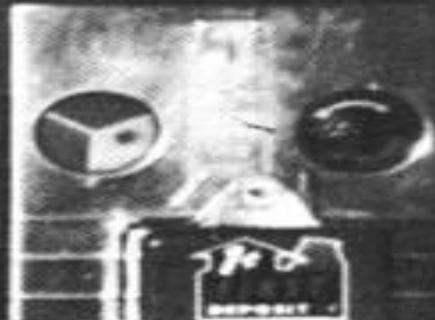
DRINK
Coca-Cola



I C E C O L D

**WHITE
CUSTOMERS
*Only!***

6¢
REG. U.S. PAT. OFF. TRADE MARK



**WHITE
CUSTOMERS
*Only!***

Although not all people had the same



Going out.....

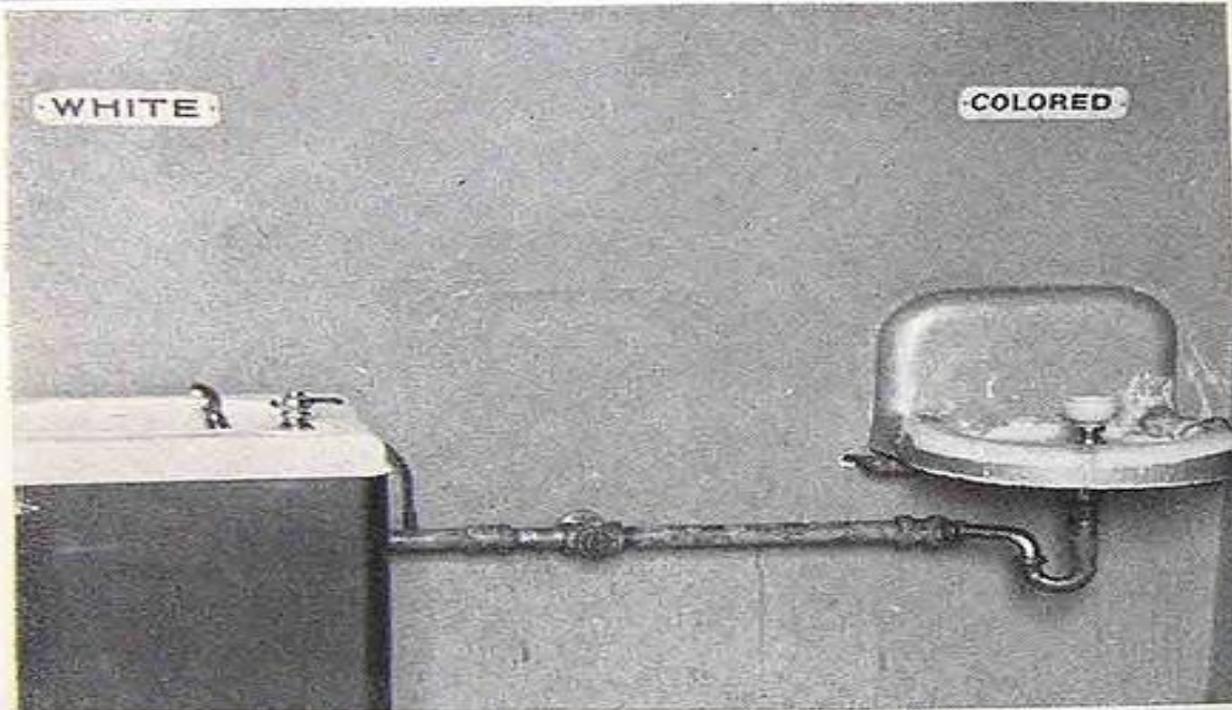




Pool Hall in Memphis

Drinking fountains

MISCELLANY



◆ **'Equality' In Dixie:** A graphic example of Wilmington, N.C.'s interpretation of separate but equal facilities for Negroes and whites is depicted in striking photograph of two drinking fountains. Unmistakably designated, the fountains are located in a tax-supported public building.

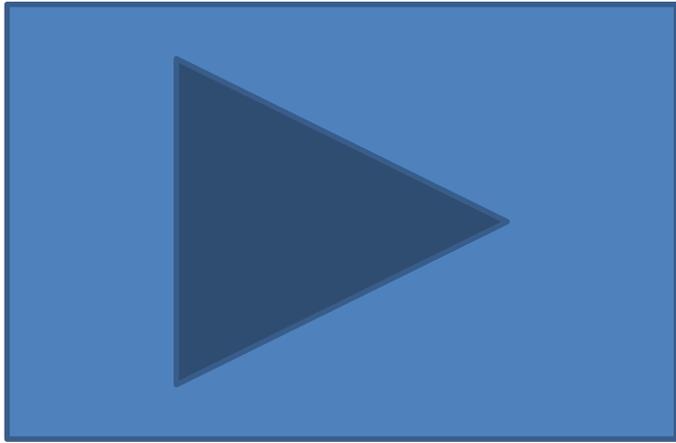
Toilets



Voting Rights

- Poll taxes and **literary** requirements meant many Black people were denied the vote.
- White people **not** affected by this (1866)
- Meant that Black people **not represented** in political system





Listen to the audio clip and think about how African Americans are being stopped from voting

Terror: The Ku Klux Klan

LO: To understand How some white Americans in the Southern states tried to make sure that blacks were never truly equal.



What do you already know about the KKK?

Make a list of things you can remember about the KKK



Where are these people? What are they doing?



- What do you notice about the picture?
- What do you notice specifically about the crowd?
- Why are the men being lynched?
- Why do you think a crowd has gathered around to watch?

Emmett Till's Death



1. When was Emmett Killed?
Where? Why?

2. Why was his death
described as 'the catalyst of
the Civil Rights Movement?'

3. Why were his murderers
never convicted despite their
confession to the media
later?

Sharecropping

After the end of the American Civil War and the abolition of slavery, many African Americans and some whites in the rural South made a living by renting small plots of land from large landowners who were usually white and pledging a percentage of their crops to the landowners at harvest—a system known as sharecropping. Landowners provided sharecroppers with land, seeds, tools, clothing, and food. Charges for the supplies were deducted from the sharecroppers' portion of the harvest, leaving them with substantial debt to landowners in bad years. Sharecroppers would become caught in continual debt, especially during weak harvests or periods of low prices, such as when cotton prices fell in the 1880s and '90s. Once in debt, sharecroppers were forbidden by law to leave the landowner's property until their debt was paid, effectively putting them in a state of slavery to the landowner.



Civil Rights groups and campaigners

Title: How did campaigners attempt to achieve civil rights in the 1950s and 1960s?

LO: To explore the different tactics used by campaigners in the 50s and 60s to fight against discrimination



A poster put up in the South in 1965, attacking Martin Luther King. This is actually a picture of King at an integrated leadership training college. What was the poster aiming to do?

Key Vocabulary:

NAACP – National Association for the Advancement of Coloured People

CORE – Congress of Racial Equality
(set up in 1942)

SCLC - Southern Christian Leadership Conference

SNCC – Student Non-violent Coordinating Committee



THE NAACP

The National Association for the Advancement of Colored People is a civil rights organization in the United States, formed in 1909 as a bi-racial endeavor to advance justice for African Americans by a group including W. E. B. Du Bois, Mary White Ovington and Moorfield Storey.

KEY EVENTS: Bus Boycott
BROWN Vs TOPEKA
CIVIL RIGHTS ACT 1964
FREEDOM SUMMER



CORE

The Congress of Racial Equality (CORE) is an African-American civil rights organization in the United States that played a pivotal role for African Americans in the Civil Rights Movement. Founded in 1942, its stated mission is "to bring about equality for all people regardless of race, creed, sex, age, disability, sexual orientation, religion or ethnic background. Established by James Farmer and other leaders.

KEY EVENTS: FREEDOM RIDES
MARCH ON WASHINGTON
FREEDOM SUMMER

On January 10, 1957, following the Montgomery Bus Boycott victory and consultations with Bayard Rustin, Ella Baker, and others, Martin Luther King Jr. invited about 60 black ministers and leaders to Ebenezer Church in Atlanta. Prior to this, Rustin, in New York City, conceived the idea of initiating such an effort and first sought C. K. Steele to make the call and take the lead role. Steele declined, but told Rustin he would be glad to work right beside him if he sought King in Montgomery, for the role. Their goal was to form an organization to coordinate and support nonviolent direct action as a method of desegregating bus systems across the South.

KEY EVENTS: ALBANY MOVEMENT

BIRMINGHAM

WASHINGTON

SELMA

CHICAGO FREEDOM MOVEMENT



SNCC

The Student Nonviolent Coordinating Committee (SNCC, often pronounced /snɪk/ SNIK) was one of the major American Civil Rights Movement organizations of the 1960s. It emerged from the first wave of student sit-ins and formed at a May 1960 meeting organized by Ella Baker at Shaw University.

KEY EVENTS: SIT INS
FREEDOM SUMMER
FREEDOM RIDES



THE BLACK PANTHERS

The Black Panthers, also known as the Black Panther Party, was a political organization founded in 1966 by Huey Newton and Bobby Seale to challenge police brutality against the African American community.

KEY BELIEFS:

The Black Panther Party Ten Point Program

1. We want freedom. We want power to determine the destiny of our Black Community.
2. We want full employment for our people.
3. We want an end to the robbery by the white man of our Black Community.
4. We want decent housing, fit for shelter of human beings.
5. We want education for our people that exposes the true nature of this decadent American society. We want education that teaches us our true history and our role in the present-day society.
6. We want all black men to be exempt from military service.
7. We want an immediate end to POLICE BRUTALITY and MURDER of black people.
8. We want freedom for all black men held in federal, state, county and city prisons and jails.
9. We want all black people when brought to trial to be tried in court by a jury of their peer group or people from their black communities, as defined by the Constitution of the United States.
10. We want land, bread, housing, education, clothing, justice and peace.

Separate but equal?

In 1947, President Truman told the Committee on Civil Rights that it was time to make sure civil rights were enforced. 'We have been trying to do this for 150 years', he said. However many state laws enforced segregation and other racist policies. The federal Supreme Court could only change these laws if they could show they were unconstitutional.

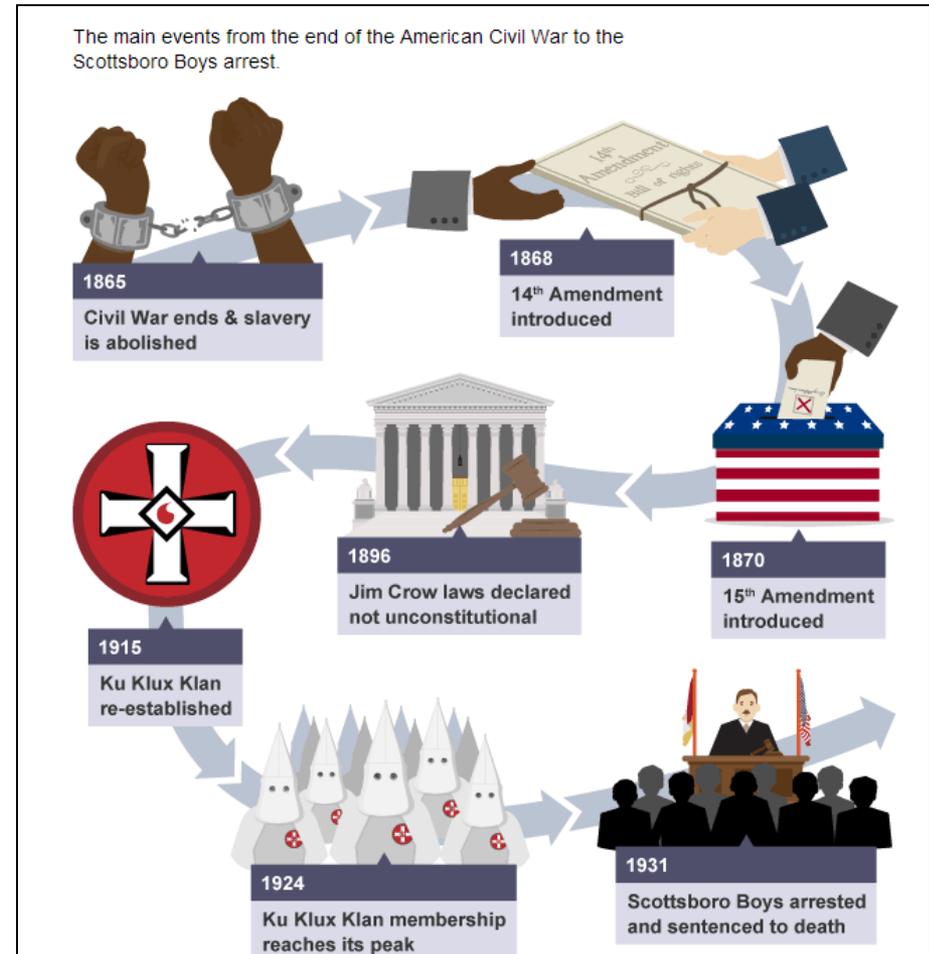
This should be easy as the fourteenth Amendment made Black people full citizens and any form of discrimination unconstitutional .

14th Amendment 1868

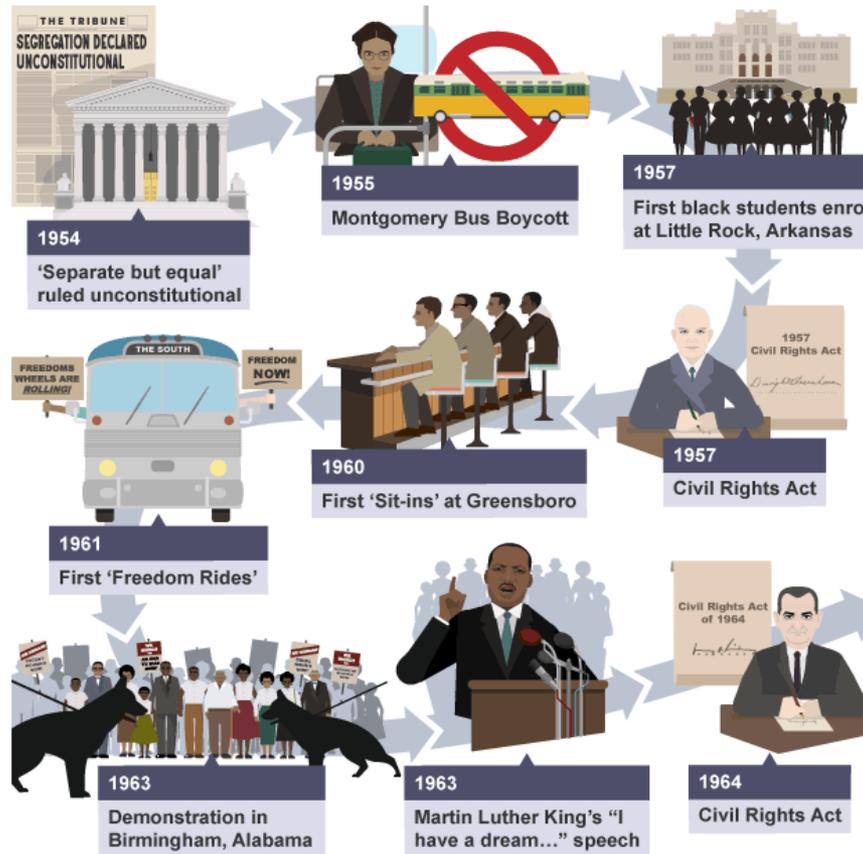
No state shall make any law which shall reduce the rights of citizens of the United States

15th Amendment 1870

The right of the American citizens to vote shall not be denied because of race or colour .



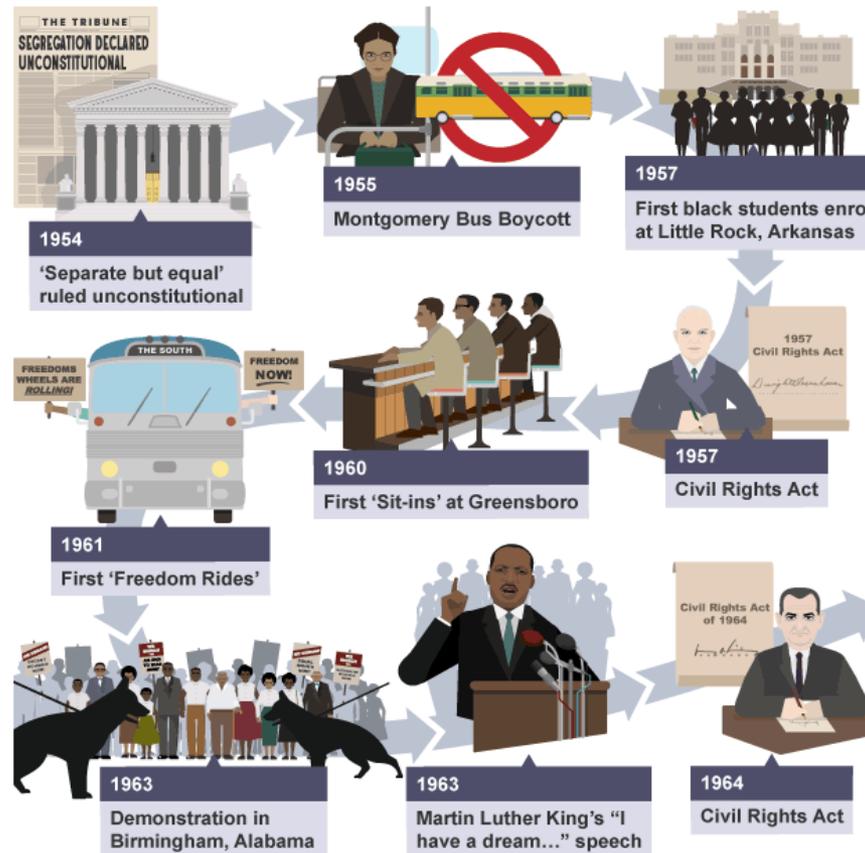
The civil rights movement, 1945-1964.



Task: Annotate the Civil Rights timeline with the meaning of different tactics

A boycott is when...

The civil rights movement, 1945-1964.



Stretch: Which tactic do you think would have been the most effective and why

Oppressors versus the oppressed

Direct action – Most civil rights groups stressed the need for their members to protest peacefully. They took direct action – protested in a way that made their protest visible – to get publicity. But, as King said, the publicity should leave the people in no doubt who were the oppressors and who the oppressed. Tactics had to be non-violent;

Picketing – standing outside segregated business and encouraging others not to use it.

Boycotts – Not using a service because it discriminated against black people

Sit ins – Sitting at a segregated lunch counter in shops that wouldn't serve black people

Freedom Rides – riding on buses and using white only restrooms and cafes.

Civil Rights Act 1957 – Tried to ensure that all African-Americans were able to exercise their right to vote (in 1957 only 20% of this group were registered to vote). This act had very limited success, the registered voters rose only by 3% by 1960, but it showed the willingness of government to support the campaign for Civil Rights.

Freedom rides – Deliberately taking coaches through the south and using facilities such as toilets at bus stations that were supposed to be desegregated but were not.

Civil Rights Act 1964 - This made all discrimination and segregation illegal.

Key Topic 1: The Development of the Civil Rights Movement, 1954-75

2) Progress in education

- The Key features of the Brown v Topeka case (1954)
- The immediate and long-term significance of the case
- The significance of the events at Little Rock High School, 1957

Title: What progress was made towards Civil Rights in Education?

LO: To evaluate the importance of the Brown vs Board of Education judgement of 1954

‘We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal’.

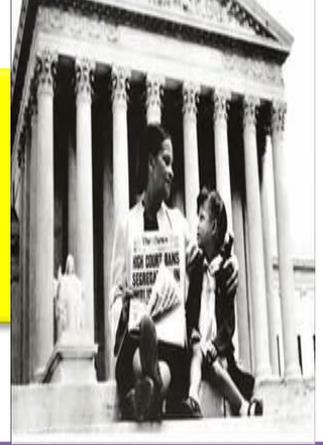


What can you see in this image?

What can you learn?

What might be the impact / significance?

Key facts Brown v Board 1954



- Linda Brown was a Black child in Kansas. Her parents wanted her to attend the neighbourhood school rather than the Black school some way away.
- The NAACP won their case- it took 18 months. The case was won on the 17th May 1954.
- The judgement said that integration should be carried out 'at the earliest possible speed'.
 - Southern state legislatures passed 450 laws to keep segregation.
- The Ku Klux Klan began to re-emerge and White Citizens' Councils were formed.
 - In 1956 Southern senators signed up to the 'Southern Manifesto', which pledged to use every means possible to campaign against integration.



What is the problem with the wording of the judgement?

1956-7

By May 1956, 350 school boards representing nine southern states had desegregated without much white opposition. At the start of the 1956–57 school year, the desegregation process had allowed 300,000 black children to attend formerly all-white schools. However, such gains when considered in context were far from decisive; 2.4 million black children in the South were still taught in segregated schools.

But was it still significant?
Why or why not?



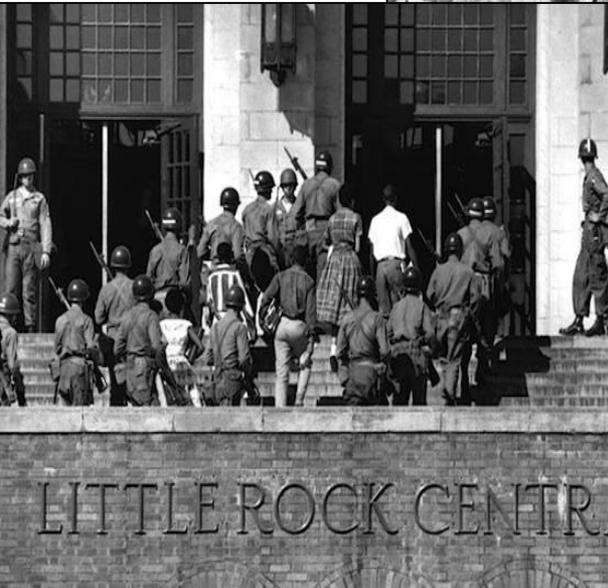
**What was gained by
the Brown ruling?
What were the
limitations?**

The law challenged 'separate, but equal' and set a legal precedent against Jim Crow laws

This was limited because states were slow and even ignored the ruling in favour of public opinion which was against the ruling. The federal government finally gave support, but this was a last resort.

Title: Attempts at Desegregation – Little Rock High School

LO: To investigate the success of early attempts to desegregate Southern States



Person 1: Explain the following ;

‘To what extent had Jim Crow **laws** been crushed by Brown v Board?’

Person 2: Explain the following ;

‘To what extent were Jim Crow **attitudes** crushed by Brown v Board?’

To what extent did Brown v Board of Education prove Jim Crow still existed in the South?

Key Events at Little Rock

May 17, 1954

The United States Supreme Court rules racial segregation in public schools is unconstitutional in *Brown v. Board of Education of Topeka*. Five days later, the Little Rock School Board issues a policy statement saying it will comply with the Supreme Court's decision.

August 23, 1954

the NAACP petitions the Little Rock School Board for immediate integration.

August 27, 1957

The segregationist Mother's League of Central High School file a motion seeking a temporary injunction against school integration. Two days later the injunction is granted on the grounds that integration could lead to violence. Federal Judge Ronald Davies nullifies the injunction and orders the School Board to proceed with its desegregation plan.

September 2, 1957

Governor Orval Faubus orders the Arkansas National Guard to prohibit African American students from entering Central High School and announces his plans in a televised speech.

September 3, 1957

The Mother's League holds a "sunrise service" at Central High attended by members of the Citizen's Council, parents and students. On September 20, Federal Judge Ronald Davies rules that Faubus has not used the troops to preserve law and order and orders them removed. Faubus removes the Guardsmen and the Little Rock Police Department moves in.

September 23, 1957

An angry mob of over 1,000 whites gathers in front of Central High School, while nine African American students are escorted inside. The Little Rock police remove the nine children for their safety. President Eisenhower calls the rioting "disgraceful" and ordered federal troops into Little Rock.

September 24, 1957

1200 members of the 101st Airborne Division, the "Screaming Eagles" of Fort Campbell, Kentucky, roll into Little Rock. The Arkansas National Guard is placed under federal orders.

September 25, 1957

Under troop escort, the "Little Rock Nine" are escorted back into Central High School for their first full day of classes.

How did Brown Vs Topeka influence events at Little Rock?

After the **BROWN VS TOPEKA** decision, the National Association for the Advancement of Colored People (NAACP) attempted to register black students in previously all-white schools in cities throughout the South. In **Little Rock, the capital city of Arkansas, the school board agreed to comply with the high court's ruling**. Virgil Blossom, the Superintendent of Schools, submitted a plan of gradual integration to the school board on May 24, 1955, which the board unanimously approved. The plan would be implemented during the fall of the 1957 school year, which would begin in September 1957.

By 1957, the NAACP had registered nine black students to attend the previously all-white Little Rock Central High, selected on the criteria of excellent grades and attendance.[2] Called the "Little Rock Nine", they were Ernest Green (b. 1941), Elizabeth Eckford (b. 1941), Jefferson Thomas (1942–2010), Terrence Roberts (b. 1941), Carlotta Walls LaNier (b. 1942), Minnijean Brown (b. 1941), Gloria Ray Karlmark (b. 1942), Thelma Mothershed (b. 1940), and Melba Pattillo Beals (b. 1941). Ernest Green was the first African American to graduate from Central High School.

By 1960, only 2.5% of Black students in the South were attending originally white only schools

The events can still be interpreted as a success because...

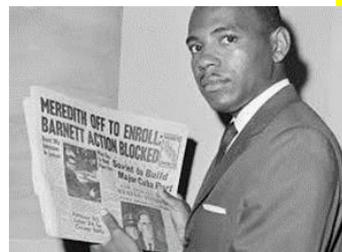
The statistic proves that the impact of the events were minimal because...

**Why did the NAACP highlight Little Rock as a success at the time?
Why might historians view the event differently in hindsight?**

The James Meredith Case 1962

In June 1962, the Supreme Court upheld a federal court decision to force Mississippi University to accept James Meredith as a student. The University did not want any black students and Meredith was prevented from registering. In his first major involvement in civil rights, President Kennedy sent in 320 federal marshals to escort Meredith to the campus. There were riots and two people were killed, 166 marshals and 210 demonstrators were wounded. President Kennedy was forced to send more than 2000 troops to restore order. The Black activists called the event 'The Battle of Oxford'. 300 soldiers had to remain on the campus until Meredith received his degree three years later.

There were some other instances of resistance to integration in education, such as that led by Governor Wallace in Alabama, when he tried to stop black Americans from enrolling in the state university. Wallace said, 'I am the embodiment of the sovereignty of this state, and I will be present to bar the entrance of any Negro who attempts to enrol at the University.' However, the fact that there had been federal intervention at Mississippi University indicated the tide had turned, showing that the Federal government would now intervene when there was resistance to integration in education.



Revision Session 2: Key Topic 1: The Development of the Civil Rights Movement, 1954-75

3) The Montgomery Bus Boycott and its impact, 1955-60

- Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks
- Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act 1957
- The significance of the leadership of MLK. The setting up of the SCLC

Title: How significant was the Montgomery Bus Boycott?

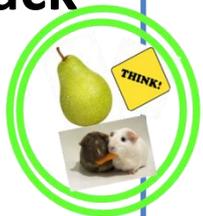
LO: Explain the significance of the event within the Civil Rights movement

The civil rights movement, 1945-1964.



Bus Regulations in Montgomery 1955

- **The first two rows were always reserved for white passengers**
- **Black passengers could not sit next to white passengers or parallel to them so would have to stand if there was no space in the black section at the back of the bus.**
- **At all times, black passengers had to take orders from the white bus drivers, who were often rude to them. No black drivers were employed**



Facts about Rosa Parks' stand



- In December 1955
- Rosa Parks was sat in the row just behind the 10 rows reserved for whites
- Rosa Parks refused to move when the white bus driver ordered her, and the people she was sitting next to, to move to the back of the bus.
- She was arrested and charged with a violation of the Montgomery city bus segregation ordinance

The background of Montgomery and links to previous events

The Montgomery Bus Boycott was not the first of its kind. There had been a similar protest at Baton rouge in Louisiana in 1953, although it had not been of the same scale (lasting for days not months).

In Montgomery, a 15 year old girl, Claudette Colvin, had been arrested for the same actions not long before Rosa. The NAACP wanted her to be a spokes person for the cause but it was then discovered that she was pregnant so not a good example.

The use of the Church in public protests was not new. The Church had been something that had united black people since the days of slavery where this had been one of the only lights in their otherwise very difficult lives.

It showed the ongoing importance of the NAACP.

Was it as significant as people have remembered?

Yes, **because**

- It was important because it was one of the first major wins of the Civil Rights movement
- It was only local- but during the campaign Martin Luther King came to the forefront and emerged as the natural leader of the Civil Rights Campaign
- There is no event that “started” the civil rights movement. The Montgomery Bus Boycott is just one event in a number of other campaigns.

Was it as significant as people have remembered?

No, **because**

- It was not the NAACP's first victory against segregation. That had been the Brown vs Board decision of 1954. This inspired Rosa Parks and many like her (where the judge had ruled that segregated education was unlawful)
- Black Americans returned to the buses on December 21, 1956, over a year after the boycott began. But their troubles were not over. Snipers shot at buses, forcing the city to suspend bus operations after 5 P.M. A group tried to start a whites-only bus service. There was also a wave of bombings.
- It was only a local campaign. It took a long time, and only a small measure of equality was achieved (desegregation of the buses)

Key Topic 1: The Development of the Civil Rights Movement, 1954-75

- 4) Opposition to the civil rights movement
 - Opposition to desegregation in the South. The setting up of White Citizens' Councils
 - Congress and the 'Dixiecrats'

White Citizens Councils- WCC

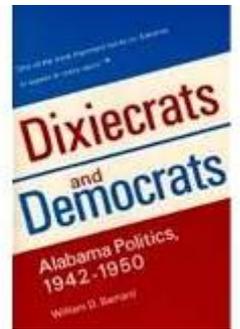


White Citizens Councils were set up from 1954 onwards to stop desegregation. By the mid 1950s they had around 60, 000 members.

As well as protesting and using violence, they used economic means to stop desegregation: the members sacked black employees who signed petitions or were involved in Civil Rights activities.



The Dixiecrats



Attempts to introduce an effective Civil Rights Act were opposed by some Southern members of Congress:

The States' Rights Democratic Party OR DIXIECRAT party, was a short-lived splinter group of segregationist, Southern, politicians in the United States. It originated in 1948 as a breakaway faction of the Democratic Party determined to protect states' rights to legislate racial segregation from what its members regarded as an oppressive federal government. By 1954 they had rejoined the Democrat Party but they still wanted to keep segregation.

Revision Session 3: Key Topic 2: Protest, progress and radicalism, 1960-75

1) Progress 1960-62

- The significance of Greensboro and the sit-in movement
- The freedom Riders. Ku Klux Klan violence and the Anniston bomb.

Progress in 1960-62

-topics

Sit ins

Freedom Riders

Albany Movement

Voter Education Project



List three adjectives to describe how this picture makes you feel?

Describe the form of protest shown in the picture

Explain the purpose of this image. Why do you think that it might have been published?



Key Terms: SCLC - Southern Christian Leadership Conference
SNCC – Student Non-violent Co-ordinating Committee

4-Apr-19

Word Wall

Sit Ins - A method of peaceful Protest where Blacks sat in white only cafes and restaurants and refused to leave.

SNCC - Student Non Violent Co-ordinating Committee (SNCC)

Freedom Riders - Freedom Riders were civil rights activists who rode interstate buses into the segregated southern United States from 1961 onwards in order to challenge the non-enforcement of desegregated buses. They rode from North to South.

The Greensboro Sit ins



The Greensboro Sit ins

Four Black students from a local college demanded to be served at a whites only lunch counter in the Greensboro branch of Woolworths. When the staff refused to serve them, the students remained seated at the counter until the counter closed. The next day they were accompanied by 27 more students, the day after a further 80 joined them. By the 5th day there were 300 students.

The shop agreed to make a few concessions, but the students later resumed their protests and were arrested for trespass. The students then boycotted any shop in Greensboro that had segregated lunch counters. Sales immediately dropped and segregation soon ended.

During the sit ins the students had to endure violence and assaults, but they were careful not to retaliate, copying the peaceful tactics of Martin Luther King in the bus boycott.

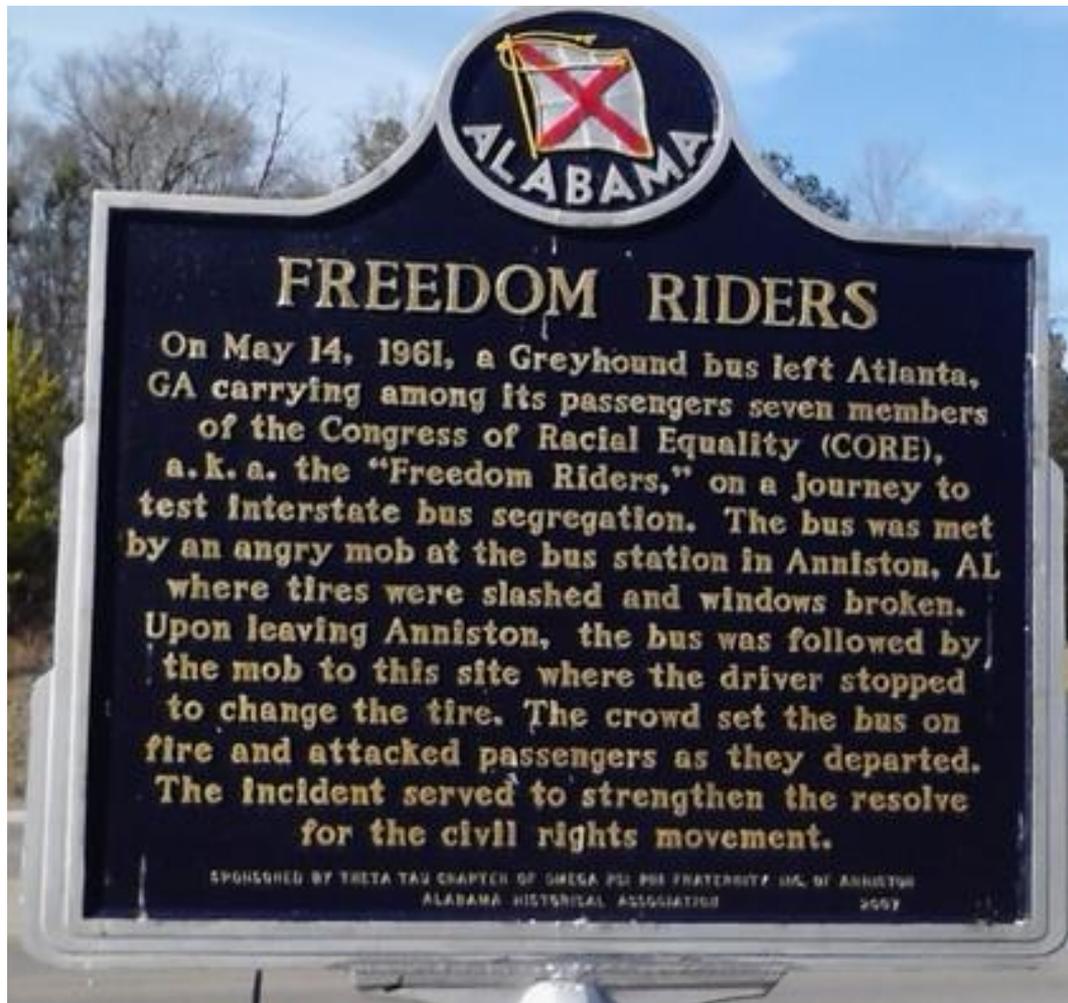
For the second time, peaceful protest that affected the local economy was used successfully. King visited Greensboro at the height of the sit ins and promised the support of the SCLC.

The Freedom Rides



Freedom Riders

https://www.youtube.com/watch?v=J8WnT6v_W3o



What Happened....

- Freedom Riders were groups of white and African American civil rights activists who participated in Freedom Rides, bus trips through the American South in 1961 to protest segregated bus terminals. Freedom Riders tried to use “whites-only” restrooms and lunch counters at bus stations in Alabama, South Carolina and other Southern states. The group were intending to travel for around a month from Washington DC in the North to Jackson in the South- they would sleep on the buses and eat and use restrooms at the bus stations. The groups were confronted by arresting police officers—as well as horrific violence from white protestors—along their routes, but also drew international attention to their cause.

- The original group of 13 Freedom Riders—seven African Americans and six whites—left [Washington](#), D.C., on a Greyhound bus on May 4, 1961. Their plan was to reach [New Orleans](#), [Louisiana](#), on May 17 to commemorate the seventh anniversary of the Supreme Court's [Brown v. Board of Education](#) decision, which ruled that segregation of the nation's public schools was unconstitutional.
- The group traveled through [Virginia](#) and [North Carolina](#), drawing little public notice. The first violent incident occurred on May 12 in Rock Hill, [South Carolina](#). [John Lewis](#), an African-American seminary student and member of the [SNCC](#) (Student Nonviolent Coordinating Committee), white Freedom Rider and [World War II](#) veteran Albert Bigelow, and another African-American rider were viciously attacked as they attempted to enter a whites-only waiting area.
- The next day, the group reached Atlanta, [Georgia](#), where some of the riders split off onto a Trailways bus.

Bloodshed in Alabama

- On May 14, 1961, the Greyhound bus was the first to arrive in Anniston, [Alabama](#). There, an angry mob of about 200 white people surrounded the bus, causing the driver to continue past the bus station.
- The mob followed the bus in automobiles, and when the tires on the bus blew out, someone threw a bomb into the bus. The Freedom Riders escaped the bus as it burst into flames, only to be brutally beaten by members of the surrounding mob.
- The second bus, a Trailways vehicle, traveled to Birmingham, Alabama, and those riders were also beaten by an angry white mob, many of whom brandished metal pipes. Birmingham Public Safety Commissioner [Bull Connor](#) stated that, although he knew the Freedom Riders were arriving and violence awaited them, he posted no police protection at the station because it was [Mother's Day](#).

- Photographs of the burning Greyhound bus and the bloodied riders appeared on the front pages of newspapers throughout the country and around the world the next day, drawing international attention to the Freedom Riders' cause and the state of race relations in the United States.
- Following the widespread violence, [CORE](#) officials could not find a bus driver who would agree to transport the integrated group, and they decided to abandon the Freedom Rides. However, Diane Nash, an activist from the SNCC, organized a group of 10 students from Nashville, [Tennessee](#), to continue the rides.
- U.S. Attorney General [Robert F. Kennedy](#), brother of President [John F. Kennedy](#), began negotiating with Governor John Patterson of Alabama and the bus companies to secure a driver and state protection for the new group of Freedom Riders. The rides finally resumed, on a Greyhound bus departing Birmingham under police escort, on May 20.



Federal Marshalls called in....

- The violence toward the Freedom Riders was not quelled—rather, the police abandoned the Greyhound bus just before it arrived at the Montgomery, Alabama, terminal, where a white mob attacked the riders with baseball bats and clubs as they disembarked. Attorney General Kennedy sent 600 federal marshals to the city to stop the violence.
- The following night, civil rights leader Martin Luther King Jr. led a service at the First Baptist Church in Montgomery, which was attended by more than one thousand supporters of the Freedom Riders. A riot ensued outside the church, and King called Robert Kennedy to ask for protection.
- Kennedy summoned the federal marshals, who used teargas to disperse the white mob. Patterson declared martial law in the city and dispatched the National Guard to restore order.
- On May 24, 1961, a group of Freedom Riders departed Montgomery for Jackson, [Mississippi](#). There, several hundred supporters greeted the riders. However, those who attempted to use the whites-only facilities were arrested for trespassing and taken to the maximum-security penitentiary in Parchman, Mississippi.

The Court Case and Outcome

- During their hearings, the judge turned and looked at the wall rather than listen to the Freedom Riders' defense.
- He sentenced the riders to 30 days in jail.
- Lawyers from the National Association for the Advancement of Colored People ([NAACP](#)), a civil rights organization, appealed the convictions all the way to the U.S. Supreme Court, which reversed them.
- The violence and arrests continued to gather national and international attention, and drew hundreds of new Freedom Riders to the cause.
- The rides continued over the next several months, and in the fall of 1961, under pressure from the Kennedy administration, the Interstate Commerce Commission issued regulations making segregation in interstate transit terminals illegal.

Albany

After some Freedom Riders were arrested in Albany in 1961, Black groups called for action and set up the Albany Movement.

Aimed to desegregate whole of Albany.

MLK visited but was arrested and spent time in jail.

Movement failed as the governor closed all facilities to prevent them being desegregated.

Slight increase in the numbers of voters.

Voter Education Project

Attorney General Robert Kennedy worked with various Black Civil Rights groups to form the project in 1962- hoped it would quell some of the protests.

Staffed by SNCC members.

Worked to educate Black Americans in how to pass literacy tests to be able to vote and improve education of Blacks.

650,000 new Black American voters.

BUT new voters had their names published in newspapers and sometimes lost jobs and homes because of this.

Some bombings and attacks on Blacks.

Key Topic 2: Protest, progress and radicalism, 1960-75

2) Peaceful protests and their impact, 1963-65

- King and the peace marches of 1963 in Birmingham, Alabama and Washington
- Freedom Summer and the Mississippi murders
- The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act 1964
- Selma and the Voting Rights Act 1965

The Birmingham Campaign

1963



Birmingham, Alabama.

In order to avoid desegregating its parks, playgrounds, swimming pools and golf courses, the city of Birmingham, Alabama, simply closed them all.

The SCLC sought to challenge the city with Project C- 'Confrontation'- which would use the tactics of sit-ins and marches to press for desegregation at lunch counters initially.

It was hoped that the demonstrations would achieve maximum publicity across the USA.

Birmingham had a population of about 350,000 of whom about 150,000 were black Americans. King hoped to mobilise a large number of them in the planned demonstrations.



What happened...

- 1.** The SCLC planned project C- Confrontation- to try to end segregation in Birmingham using peaceful methods such as sit ins and marches. King hoped to mobilise as many of the 150,000 Black Americans living in the city as possible.
- 2.** The demonstrations began on 3rd April 1963 and 3 days later some activists were arrested. Public areas were closed by Police Chief Bull Connor. King was arrested following a speech to a large rally. In jail he wrote his famous 'letter from Birmingham Jail.'
- 3.** King was released from jail on 20th April and it was decided that children and students would be used in the demonstrations. This changed the methods used by the police.
- 4.** On the 3rd May 1963, Police Chief Bull Connor ordered the use of police dogs on the protestors and called in the fire department to use powerful water hoses. 2,000 demonstrators were put in jail. 1300 children were arrested.
- 5.** Images of the protest and violent methods used against the demonstrators were shown live on global news reports. Photographs were put in national newspapers. This was what King wanted.
- 6.** President Kennedy sent his Assistant Attorney General Burke Marshall to sort out the issue in Birmingham and desegregation was introduced. Kennedy decided that he had to act and he decided to bring in a Civil Rights Bill. Desegregation was agreed on the 9th May and the deadline was set for 90 days later for it to be in place.

The Result

President Kennedy became involved in the events at Birmingham. He sent Assistant Attorney General Burke Marshall to mediate between the parties in the hope of finding a solution. Desegregation was eventually introduced in Birmingham.

A consequence of the violence was Kennedy's decision to bring in a Civil Rights Bill. He stated that, 'The events in Birmingham.. Have so increased the cries for equality that no city or state legislative body can prudently choose to ignore them' and that events in Birmingham had 'damaged America'. Talks between King and the Birmingham city leaders brought a settlement by 9th May, and it was agreed that desegregation would take place within 90 days. However on the same day, the 11th June 1963, Medgar Evers, leader of Mississippi NAACP, was shot dead in Jackson by a white sniper.



Title: The March on Washington

“I still have a dream, a dream deeply rooted in the American dream – one day this nation will rise up and live up to its creed, “We hold these truths to be self evident: that all men are created equal.” I have a dream...”

Martin Luther King, Jr. (1963)

Have you heard this speech before?

Why do you think it is so famous?



The March on Washington

August 1963



The March on Washington

After Birmingham, the civil rights groups wanted to maintain their impetus and commemorate the centenary of the freeing of slaves in 1863. Philip Randolph suggested the march on Washington DC. Bayard Rustin and Cleveland Robinson helped to organise the march.

The NAACP, CORE, SNCC and SCLC all helped too. King was keen to be involved as he feared slow progress would lead to some activists and followers resorting to violence. The Police and President Kennedy also feared violence and asked the activists to call off the March.

What began as a cry for jobs and freedom became a call for the passage of Kennedy's Civil Rights Act and brought all the movement's aims to the foreground.



Support for the March on Washington-

There were 250,000 demonstrators. Around 80,000 of these were White. Even the organisers were shocked, they had expected around half this number. Demonstrators had come from all over the USA by whatever means of transport possible.



Speeches

Bob Dylan sang before the speakers as well as other protest singers. Several speakers spoke, including John Lewis.

The final speaker was Martin Luther King. His speech has now become the most well known of all speeches in the Civil Rights Movement. He used his skill as an orator and included many biblical references, which appealed to all sections in society.

Results of the Washington March.



After the March on Washington, King and the other leaders met President Kennedy to discuss civil rights legislation. Kennedy was keen to let them know of his own commitment to the Civil Rights Bill. However, all those at the meeting were aware that there were many Republican Party politicians still opposed to any changes. No opposition politician in the Senate changed his mind about Kennedy's Civil Rights Bill.

The speech made Black Civil Rights a Global issue.

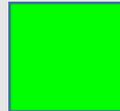


King's hope seemed illusory because in September 1963, four black girls were killed in a bomb attack while attending Sunday school in Birmingham. Violence erupted on the day of the bombing and two black youths were killed in the aftermath.

Summarise the outcome of the Washington March

Colour code- GREEN for positive impact, RED for negative.

The event achieved Global Press coverage due to the size of the support it gathered and the famous speeches.



Following the March, in September 1963, 4 black girls were killed in a bombing of a Sunday School in Birmingham and two black youths were killed in other violent clashes.



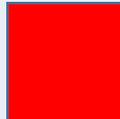
Martin Luther King's speech 'I have a dream' inspired countless other Black people all over the world.



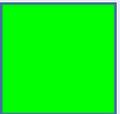
King, President Kennedy and other leaders met to discuss Civil Rights legislation. Kennedy showed his support for passing a Civil Rights Bill.



None of the opposition in congress changed their minds about the Civil Rights Bill after the March. Opposition remained strong.

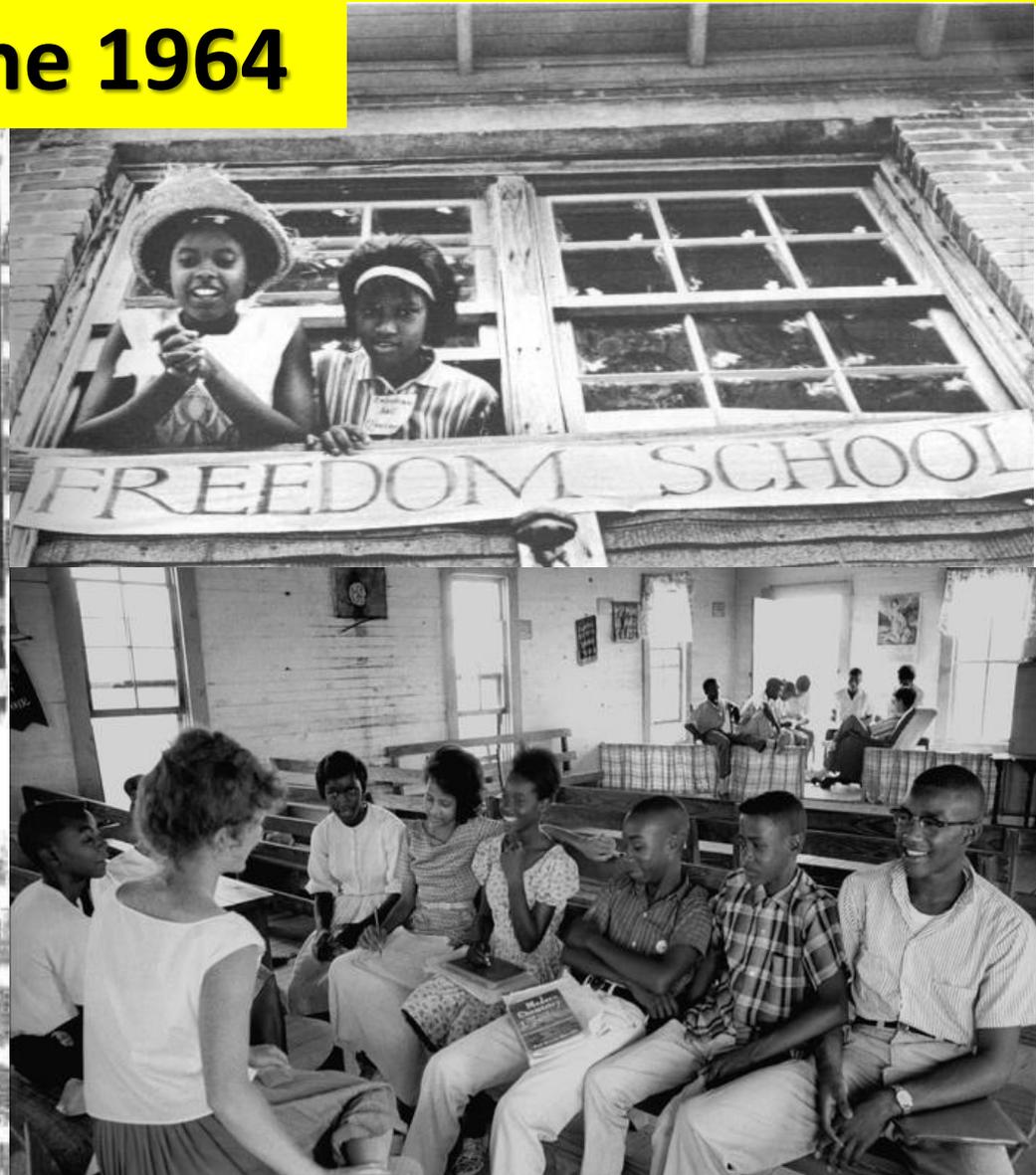


80,000 of the 250,000 demonstrators were white which showed how much white support the movement had.



The Freedom Summer

June 1964



What was the Freedom Summer?

The Civil Rights movement organised the Freedom Summer in **June 1964**. The aim was to **increase Black American voters in Mississippi**, which had the lowest number of registered Black voters in the USA. **7%**.

Freedom schools were set up to educate Black Americans about the importance of voting but also to address the racial inequalities of the education system in Mississippi.

THE FREEDOM SUMMER



Source G.

- **CORE, the SNCC and the NAACP acted together to organise the Freedom Summer and formed the Mississippi Freedom Party- MFDP.**
- **80,000 people joined to help in the schools.**
- **They established over 30 Freedom Schools.**
- **Volunteers from across the USA taught in the schools.**
- **3000 students attended that summer.**
- **70,000 students educated by the end of that year.**

The Outcome....

The schools and the volunteers became the target of white racists. There were bombings and assaults—sometimes by the police!

More than 30 Churches were bombed.

The Freedom Summer became notorious because of the murder of three of the project's volunteers—James Chaney and his two white colleagues, Andrew Goodman and Michael Schwerner.

MISSING CALL FBI

THE FBI IS SEEKING INFORMATION CONCERNING THE DISAPPEARANCE AT PHILADELPHIA, MISSISSIPPI, OF THESE THREE INDIVIDUALS ON JUNE 21, 1964. EXTENSIVE INVESTIGATION IS BEING CONDUCTED TO LOCATE GOODMAN, CHANEY, AND SCHWERNER, WHO ARE DESCRIBED AS FOLLOWS:

ANDREW GOODMAN	JAMES EARL CHANEY	MICHAEL HENRY SCHWERNER
		
RACE: White	Race: Negro	RACE: White
DOB: White November 23, 1940	DOB: White May 30, 1940	DOB: White November 5, 1939
POB: New York City	POB: Houston, Missouri	POB: New York City
AGE: 23 years	AGE: 24 years	AGE: 24 years
HEIGHT: 5'7"	HEIGHT: 5'7"	HEIGHT: 5'7" to 5'8"
WEIGHT: 150 pounds	WEIGHT: 130 to 140 pounds	WEIGHT: 120 to 130 pounds
HAIR: Dark brown, wavy	HAIR: Black	HAIR: Brown
EYES: Brown	EYES: Dark, eyes missing	EYES: Light blue
TEETH:	TEETH: Good, some missing	
SCARS AND MARKS:	SCARS AND MARKS: 2 inch cut near 2 inches above left ear.	SCARS AND MARKS: Pink mark center of forehead, slight scar on bridge of nose, approximately 1/2 inch across left eye.

SHOULD YOU HAVE OR IN THE FUTURE RECEIVE ANY INFORMATION CONCERNING THE WHEREABOUTS OF THESE INDIVIDUALS, YOU ARE REQUESTED TO NOTIFY ME OR THE NEAREST OFFICE OF THE FBI. TELEPHONE NUMBER IS LISTED BELOW.

June 29, 1964

DIRECTOR
FEDERAL BUREAU OF INVESTIGATION
UNITED STATES DEPARTMENT OF JUSTICE
WASHINGTON, D. C. 20535
TELEPHONE, NATIONAL 9-7117



MISSISSIPPI MURDERS!

MISSING CALL FBI

THE FBI IS SEEKING INFORMATION CONCERNING THE DISAPPEARANCE AT PHILADELPHIA, MISSISSIPPI OF THESE THREE INDIVIDUALS ON JUNE 21, 1964. EXTENSIVE INVESTIGATION IS BEING CONDUCTED TO LOCATE GOODMAN, CHANEY, AND SCHWERNER, WHO ARE DESCRIBED AS FOLLOWS:

ANDREW GOODMAN



JAMES EARL CHANEY



MICHAEL HENRY SCHWERNER



RACE:	White	Negro	White
SEX:	Male	Male	Male
DOB:	November 23, 1940	May 26, 1942	November 6, 1929
POB:	New York City	Madison, Wisconsin	New York City
AGE:	23 years	22 years	34 years
HEIGHT:	5'10"	5'7"	5'7" to 5'10"
WEIGHT:	150 pounds	135 to 140 pounds	170 to 180 pounds
HAIR:	Dark brown, wavy	Black	Brown
EYES:	Brown	Brown	Light blue
TEETH:		Gold; none missing	
SCARS AND MARKS:		1 inch cut scar 2 inches above left ear.	Four oval scars of forehead, slight scar on bridge of nose, approximately 1/2 inch, broken leg scar.

SHOULD YOU HAVE OR IN THE FUTURE RECEIVE ANY INFORMATION CONCERNING THE WHEREABOUTS OF THESE INDIVIDUALS, YOU ARE REQUESTED TO NOTIFY ME OR THE NEAREST OFFICE OF THE FBI.

BELOW.

J. Edgar Hoover
 DIRECTOR
 FEDERAL BUREAU OF INVESTIGATION
 UNITED STATES DEPARTMENT OF JUSTICE
 WASHINGTON, D. C. 20535
 TELEPHONE, NATIONAL 9-7117

On 21st June 1964, Chaney, Goodman and Schwerner were arrested whilst they investigated a Church Bombing. They were taken in for traffic offences by a policeman who was a member of the KKK.

They were held for several hours, but were eventually released but were never seen again. The police officer had told his associates in the Klan of the arrests and they began to plan the murders.

6 weeks later, 3 badly decomposed bodies were found in a nearby dam. Goodman and Schwerner had been shot in the chest and Chaney had been severely beaten and shot.

Eventually 18 people were arrested and 7 men were convicted of the murders but none served more than 6 years in prison.

Source H
 An FBI poster from
 June 1964.

Reaction

The Civil Rights Movement gained support.

The new President, Johnson, was firm in his resolve to find the murderers.

On 2nd July, in the height of the crisis, Johnson signed the Civil Rights Act of 1964.

Some of the black members of the Freedom School Movement claimed that the murders only gained publicity because two of the victims were white. Many of these volunteers returned home and turned their attention to different causes whilst some, like Stokely Carmichael began to look at more radical approaches to bringing about change.

Many involved in the Freedom Summer saw their efforts as successful as the Voting Rights Act was passed in 1965.

MISSING CALL FBI

THE FBI IS SEEKING INFORMATION CONCERNING THE DISAPPEARANCE AT PHILADELPHIA, MISSISSIPPI, OF THESE THREE INDIVIDUALS ON JUNE 21, 1964. EXTENSIVE INVESTIGATION IS BEING CONDUCTED TO LOCATE GOODMAN, CHANEY, AND SCHWERNER, WHO ARE DESCRIBED AS FOLLOWS:

ANDREW GOODMAN

JAMES EARL CHANEY

MICHAEL HENRY SCHWERNER



Colour code- one colour for positive and one for negative impact.

The schools and the staff and students became targets of white abuse- bombings and assaults- sometimes by the police.

More than 30 Churches were bombed.

3 project workers were murdered.

The events gained the movement support.

President Johnson was keen to solve the murders= support.

The Voting Rights Act was passed in 1965.

70,000 black students were educated by the end of the year.

Whilst the Freedom Summer was underway, Johnson signed the Civil Rights Act of 1964.

The role of President Kennedy in civil rights.



The role of President Kennedy in civil rights.

During the 1960 Presidential election, Kennedy had campaigned in areas that had a heavy black population. He had helped to secure the release of Martin Luther King from a jail in Atlanta following a sit in- all of this gained him a lot of support.



Winning the Black vote had been crucial to his success. In his inauguration speech he put forward the idea of a **NEW FRONTIER**, part of this was to **achieve equality for black Americans**.

He had to be very careful because **he faced opposition within his own party- the Dixiecrats but also from white supremacists across the USA**.

JFK accepted King and his methods as they knew that there could be much more violent Civil Rights leaders ready to take over.

How to answer

Checklist:

- You can use either the NOP (Nature, Origin, Purpose) or the 5Ws (Who, What, Where, When, Why).
- One paragraph per source. You must use your chosen method on each source:
 - paragraph 1 source A – either 5Ws or NOP. (4 marks)
 - paragraph 2 source B – either 5Ws or NOP. (4 marks)
- When thinking about usefulness consider if it is trustworthy, accurate.
- 4 marks per source (to get 4 marks you need to look at all of NOP or all of the 5Ws.
- You can say why it is not useful. **YOU MUST USE THE WORD USEFUL!**
- Try to back your view on each source up with own knowledge of historical context.

Strong structure (can use it on any question)

Source A is useful for a study of because

Source A is not useful for a study of because.....

Source B is useful for a study of because

Source B is not useful for a study of because.....

Example Question

Turn to page 44 & 45

How useful are sources J and K for an enquiry into Kennedy's involvement in the Civil Rights Movement?

Structure

Paragraph 1: Source A
(W,W,W,W,W OR NOPC)

Paragraph 2: Source B
(W,W,W,W,W OR NOPC)

Source J is useful for an enquiry into Kennedy's involvement in the Civil Rights movement because it is a speech that he made in 1963 following the desegregation of the University of Alabama where he states his reasoning for the desegregation. He states that Black Americans should be treated as whites wish to be treated 'eat lunch in a restaurant open to the public, send his children to the best school available, vote for the public officials that represent him'. He is showing that he not only supports desegregation in education but also the Black American's right to access equal public facilities and to be able to vote. The fact that it is Kennedy's speech that he made immediately after the University of Alabama was desegregated makes source J very useful as it is Kennedy's opinion. The purpose of this source is to show the public his intentions for the future with regards to the Civil Rights movement- this is also very useful for an enquiry into Kennedy's involvement in the movement.

Source K is useful for an enquiry into Kennedy's involvement in the Civil Rights movement because it presents Martin Luther King and other Civil Rights leaders like John Lewis meeting Kennedy in the White House to discuss the Civil Rights legislation following the March on Washington in 1963. 250,000 marches had attended the Washington March, 80,000 of these were white. This put pressure on Kennedy as it gained global publicity and he realised that the support for Black Civil Rights was rapidly increasing even amongst white Americans. He wanted to honour his election promises to help the Blacks and his promise of the New Frontier- his idea of an equal society. This photograph was taken and published to show Kennedy willingly getting involved with the march leaders and to show the world that he wished to help the Black Civil Rights Movement. In 1963, Kennedy was hoping to pass a Civil Rights Bill but still had opposition within Congress. This photograph is useful in showing that his intentions were to help the Black Civil Rights Movement.

President Johnson and the Civil Rights Act of 1964.



President Johnson and the Civil Rights Act of 1964.

Lyndon B. Johnson was the President after JF Kennedy was assassinated in November 1963.

Johnson was able to push the **Civil Rights Act** through the House of Representatives and the Senate **on 2nd July 1964**, ensuring that the southern Democrats who opposed the bill would be counterbalanced by Republicans.

Johnson put forward his vision of a **'Great Society'**, which would attack racial injustice and poverty. This followed on from JFKs 'New Frontier'.

Many people in Congress voted sympathetically for the bill following the shocking assassination. Johnson also won votes because he was a southerner from Texas. Johnson said that the passing of the Civil Rights Act would be the greatest honour of President Kennedy.

The Civil Rights Act was seen as Johnson's biggest achievement.



The Selma March

March 1965



Selma- 1965 and the Voting Rights Act.

Black Americans still did not automatically get the right to vote following the 1964 Civil Rights Act.

Selma, Alabama was chosen by King as the next battleground as only 383 out of 15,000 Black residents had been able to register to vote.



The Voting Rights Act 1965.

The March was successful and in the summer of 1965, President Johnson introduced the Voting Rights Bill. This Act:

- Ended literacy tests**
- Ensured federal agents could monitor registration and step in if there was any discrimination.**

By the end of 1965, 250,000 Black Americans had registered to vote, a further 750,000 registered by the end of 1968. The number of elected Black representatives increased rapidly after the bill was enacted.

Impact of Selma and the Voting Rights Act

▼ **Table 6.1** Registered voters in Southern states in the USA, 1969

State	Percentage of white people registered	Percentage of black people registered
Alabama	94.6	61.3
Arkansas	81.6	77.9
Florida	94.2	67.0
Georgia	88.5	60.4
Louisiana	87.1	60.8
Mississippi	89.8	66.5
North Carolina	78.4	53.7
South Carolina	71.5	54.6
Tennessee	92.0	92.1
Texas	61.8	73.1
Virginia	78.7	58.9
USA as a whole	80.4	64.8

What can you learn from table 6.1 about voters in the USA in 1969?

Key Topic 2: Protest, progress and radicalism, 1960-75

1) Malcolm X and Black Power, 1963-70

- Malcolm X, his beliefs, methods and involvement with the Black Muslims. His later change of attitude and assassination.
- Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics.
- The methods and achievements of the Black Panther movement

How did the views of these two men differ?

Name: Malcolm X

Place of birth: Born and raised in the North (USA)

Job: Civil rights activist and one of the leaders of the Nation of Islam

Religion: Islam – ‘Christianity is the white man’s religion’

Segregation?: Segregation does not work but there must be separation. Whites and blacks in America should live in different communities. Only then will there be peace and harmony.

Views on violence: Violence should not be a first thought but if faced with violence black people should be able to defend themselves.



Name: Martin Luther King

Place of birth: Atlanta, (South) USA

Job: Civil rights activist and leader of Southern Christian Leadership Conference set up in 1957

Religion: Christian

Segregation?: There should be no segregation as black people do not get full equality. We must never become violent but engage in peaceful protests that get our cause national publicity.





Martin Luther King

1929–1968

When?

Martin Luther King led the Montgomery Bus Boycott in 1956 and was assassinated in 1968.

What?

Martin Luther King was famous for his 'I have a dream' speech, which he made in 1963 in front of a crowd of 250,000. He won the Nobel Peace Prize in 1964.

Why?

Martin Luther King organised sit-ins, boycotts, freedom rides and marches. He wanted equal rights for everyone.

Significance

Martin Luther King influenced many new laws which extended the rights of black people, including the Civil Rights Act of 1964.



Malcolm X

1925–1965

When?

Malcolm X was a prominent figure in the Nation of Islam and was murdered in 1965.

What?

Malcolm X's views and ideas became the foundation of more radical civil rights groups such as Black Panthers.

Why?

Malcolm X thought violence should be used to get more rights for black people.

Significance

Malcolm X inspired a movement known as Black Power - members were willing to use violence to get more rights for black people and to create a separate country to that of white people.

So what is Black Power?

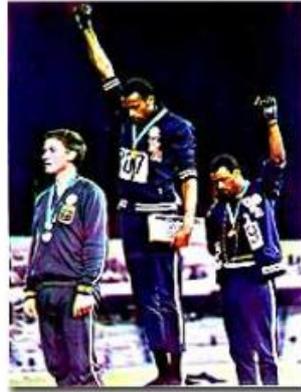
- Some African Americans saw it as a cry against the whites who held all the resources in a white-dominated society. *All forms of power, but especially political power, lay with whites.*
- There were some African Americans who wanted to use the call as a way of elevating the status of African Americans in society but then dropping such a potentially inflammatory call once this had started as it would serve no positive purpose after that advance. By initially closing ranks, it was believed that African Americans could advance themselves in American society.
- However, there were those who believed that “Black Power” was exactly that. The supporters of this belief wanted no integration with whites whatsoever. They wanted a purely black society in which white people were not allowed to trespass. The whole theory of racial integration was rejected.



What caused Black Power?

- Poverty
- Legal struggles / police brutality
- Slow change
- Stokely Carmichael began advocating it as the head of SNCC
- Charles V. Hamilton wrote the book *Black Power*, urging African Americans "to assert their own definitions, to reclaim their history, their culture; to create their own sense of community and togetherness."

Carmichael said in 1966 *“We have to do what every group in this country did – we gotta take over the community where we outnumber people so we can have decent jobs.”*



Martin Luther King was more diplomatic in his criticism of the phrase. He believed that the term “Black Power” was *“unfortunate because it tends to give the impression of black nationalism.....black supremacy would be as evil as white supremacy”.*

What was the effect of Black Power?

- Chapters of SNCC and CORE — both integrated organizations — began to reject white membership as Carmichael abandoned peaceful resistance. Martin Luther King Jr. and the NAACP denounced black power as the proper forward path. But black power was a powerful message in the streets of urban America, where resentment boiled and tempers flared.
- Soon, African American students began to celebrate African American culture boldly and publicly. Colleges teemed with young blacks wearing traditional African colours and clothes. Soul singer **JAMES BROWN** had his audience chanting "Say it loud, I'm black and I'm proud." Hairstyles unique to African Americans became popular and youths proclaimed, "**BLACK IS BEAUTIFUL!**"
- That same year, **HUEY NEWTON AND BOBBY SEALE** took Carmichael's advice one step further. They formed the **BLACK PANTHER PARTY** in Oakland, California. Openly brandishing weapons, the Panthers decided to take control of their own neighbourhoods to aid their communities and to resist police brutality. Soon the Panthers spread across the nation. The Black Panther Party borrowed many tenets from socialist movements, including Mao Zedong's famous creed "Political power comes through the barrel of a gun." The Panthers and the police exchanged gunshots on American streets as white Americans viewed the growing militancy with increasing alarm.



Quick Facts

SNCC and CORE

- Ghetto blacks perceived the civil rights movement (led by Martin Luther King) to be unhelpful and ineffective, so they looked to new leaders such as Malcolm X and Stokely Carmichael (leader of the SNCC) whose condoning of violence seemed a more appropriate response to white oppression than Martin Luther King's 'love thine enemy'.
- White liberals had financed the major civil rights organisations. When SNCC and CORE became more militant and expelled whites, their funding suffered.

Black Panthers

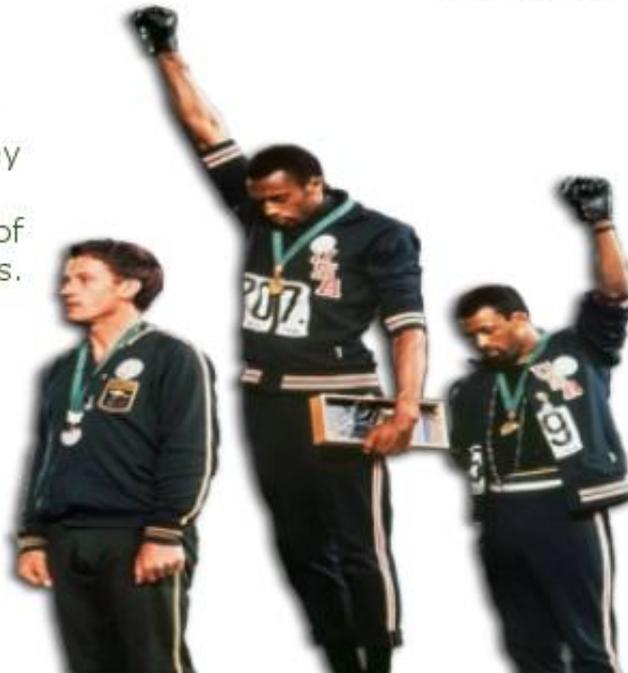
- One of the leaders of the Black Panthers, Huey Newton, explained that he chose the panther because the panther 'never attacks. But if anyone attacks him or backs him into a corner the panther comes up to wipe the aggressor or the attacker out'.
- The Black Panthers often engaged in petty crime, sought confrontation with, and advocated the killing of, the police.
- A 1970 poll revealed that 64 per cent of blacks took pride in the Black Panthers

Tommie Smith and John Carlos, gold and bronze medallists in the 200m, stood with their heads bowed and a black-gloved hand raised as the American National Anthem played during the victory ceremony.

At a press conference after the event Tommie Smith, who holds seven world records, said: "If I win I am an American, not a black American. But if I did something bad then they would say 'a Negro'. We are black and we are proud of being black. "Black America will understand what we did tonight."

The pair both wore black socks and no shoes and Smith wore a black scarf around his neck. They were demonstrating against continuing racial discrimination of black people in the United States.

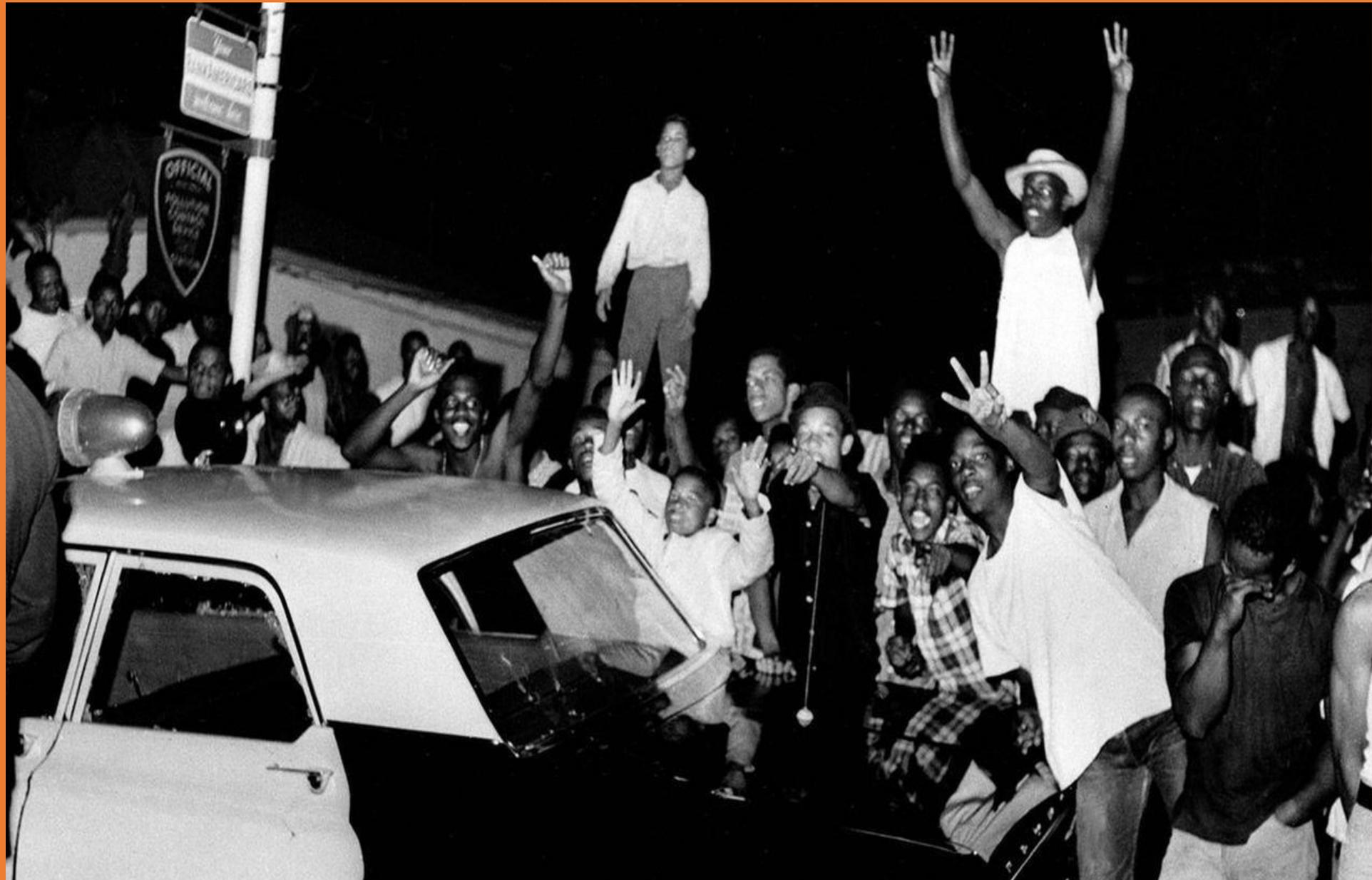
As they left the podium at the end of the ceremony they were booed by many in the crowd.



Smith said he had raised his right fist to represent black power in America, while Carlos raised his left fist to represent black unity. Together they formed an arch of unity and power.



The Watts Riots and the Kerner Report .



The background.

Despite the Civil Rights Acts passed in _____ and _____, many young _____ Americans still felt frustrated, and those who lived in the _____ felt anger at the high rates of _____, continuing _____ and _____ they experienced.

During the three summers of riots between 1965 and 1967, more than 130 people were killed and damage totalled more than \$700 million.



The background.

Despite the Civil Rights Acts passed in **1957** and **1964**, many young **Black** Americans still felt frustrated, and those who lived in the **ghettos** felt anger at the high rates of **unemployment**, continuing **discrimination** and **poverty** they experienced.

During the three summers of riots between 1965 and 1967, more than 130 people were killed and damage totalled more than \$700 million.



The Watts riot

On 11th August 1965, the frustration exploded into a major riot in the Watts district of Los Angeles. The riot involved 30,000 people, left 34 dead, 1072 injured, 4000 arrested and caused about \$40 million worth of damage. After the riot **President Johnson** is alleged to have said to one of his press secretaries:

'What did you expect? I don't know why we're so surprised. When you put your foot on a man's neck and hold him down for 300 years, and then you let him up, what's he going to do? He's going to knock your block off!'

King's reaction on visiting Watts and meeting triumphant Black Americans-

'We obviously aren't reaching these people.'

He was shocked at the violence and felt that his work had been undone.

Do you think President Johnson supported Black Americans or not here?

Why did King feel so shocked by the Watts riot and the feeling of success that the Black Americans there had?

Further riots

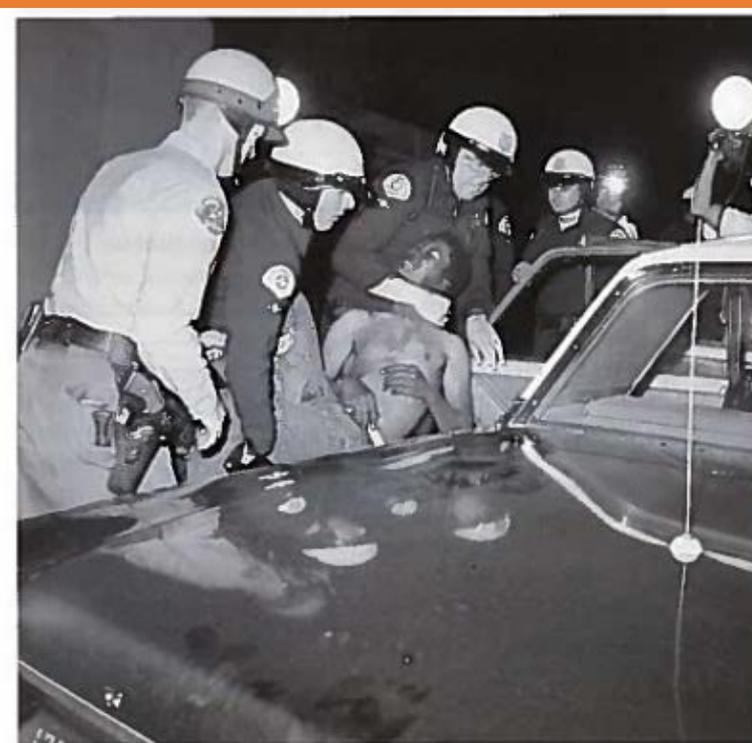
There were further riots across the USA's major cities in the summers of 1966 and 1967. Many followed a similar pattern – the arrest of a black youth, a police raid, rumours of police brutality and then the explosion of the riot. Racial violence peaked in the summer of 1967, when there were race riots in 125 US cities. The two largest riots occurred less than two weeks apart in July: riots in Newark left 26 dead and 1000 injured, while the Detroit riots resulted in more than 40 dead, hundreds injured and 7000 arrested.



Source C- Looters being arrested after the Newark riots in 1967.

Exam Questions:

1. What can you infer from source A about the riot in Watts??
2. Study Source B. What can you learn from this source about President Johnson?



▲ Source A Police officers during the Watts riot, 1965

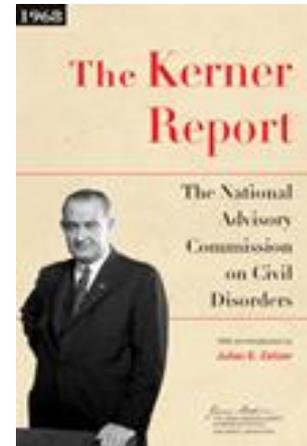
Source B President Johnson speaking to Congress about the Watts riots

Who of you could have predicted 10 years ago, that in this last, sweltering, August week thousands upon thousands of disenfranchised black American men and women would suddenly take part in self-government, and that thousands more in that same week would strike out in an unparalleled act of violence ... It is our duty – and it is our desire – to open our hearts to humanity's cry for help. It is our obligation to seek to understand what could lie beneath the flames that scarred that great city. So let us equip the poor and the oppressed – let us equip them for the long march to dignity and to wellbeing. But let us never confuse the need for decent work and fair treatment with an excuse to destroy and to uproot.

The Kerner report

The riots of 1965-67 caused President Johnson and his advisers to investigate the factors behind them. The National Advisory Commission on Civil Disorders was set up and published the Kerner Report in 1968. It was named after Otto Kerner, the Chair of the Commission. The Black Power movement had made it clear that equality of opportunity did not exist and the Kerner Report stated that racism was deeply embedded in American society. It also concluded that the USA was 'moving toward two societies, one black, one white- separate and unequal.'

The report not only highlighted the economic issues faced by black Americans, but also the systematic police bias and brutality. The Kerner Report recommended sweeping federal initiatives that would mean increased expenditure. Following the election of President Richard Nixon later that year, the report was largely ignored.



Was the Kerner Report positive or negative for Black Civil Rights?
And why?

Read Source D on page 58.

Source D Extracts from the Kerner Report, 1968

Certain fundamental matters are clear. Of these, the most fundamental is the racial attitude and behaviour of white Americans toward black Americans. Race prejudice has shaped our history decisively; it now threatens to affect our future.

White racism is essentially responsible for the explosive mixture which has been accumulating in our cities since the end of World War II. Among the ingredients of this mixture are:

- Pervasive discrimination and segregation in employment, education and housing, which have resulted in the continuing exclusion of great numbers of Black Americans from the benefits of economic progress ...
- Black in-migration and white exodus, which have produced the massive and growing concentrations of impoverished black Americans in our major cities, creating a growing crisis of deteriorating facilities and services and unmet human needs ...

The frustrations of powerlessness have led some black Americans to the conviction that there is no effective alternative to violence as a means of achieving redress of grievances, and of 'moving the system'.

The police are not merely a spark factor. To some black Americans police have come to symbolize white power, white racism and white repression. And the fact is that many police do reflect and express these white attitudes. The atmosphere of hostility and cynicism is reinforced by a widespread belief among black Americans in the existence of police brutality and in a 'double standard' of justice and protection – one for black Americans and one for whites.

... we have seen in our cities a chain reaction of racial violence. If we are heedless, none of us shall escape the consequences.

Colour code this grid to help you understand why the riots of 1965- 67 took place

<p>'systematic police bias and brutality is existent in the American law enforcement agencies.'</p>	<p>'Racism was deeply embedded in American society.'</p>	<p>It is clear that an equality of opportunity is absent, especially in employment and housing, it simply did not exist.</p>	<p>Key</p> <p> White racism</p> <p> Segregation in employment</p> <p> Police Bias</p>
<p>'The most fundamental matter behind the riots was the racial attitude and behaviour of many whites towards Black Americans.' (Kerner report)</p>	<p>'White racism is essentially responsible for the explosive mixture which has been building up in our cities since the end of WW2.' (Kerner report)</p>	<p>'Segregation in unemployment has resulted in the continuing exclusion of great numbers of Black Americans from Economic Progress' (Kerner Report)</p>	
<p>'The police are not merely a spark factor but to some Black Americans they have come to represent white power, white racism and white repression. ' (KR)</p>	<p>The information in this grid is your EVIDENCE for your PEE paragraphs! Use the quotes and information for each category to present each reason then explain how/ why each led to the riots- Blacks fighting back!</p>		

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Key Topic 3: Protest and progress in the North.

- 1) King's Campaign in the North
- 2) King's assassination and the impact on the Civil Rights movement.

On 7 January 1966, Martin Luther King and the [Southern Christian Leadership Conference](#) (SCLC) announced plans for the Chicago Freedom Movement, a campaign that marked the expansion of their civil rights activities from the South to northern cities. King believed that “the moral force of SCLC’s nonviolent movement philosophy was needed to help eradicate a vicious system which seeks to further colonize thousands of Negroes within a slum environment” (King, 18 March 1966). King and his family moved to one such Chicago slum at the end of January so that he could be closer to the movement. King’s campaign focused mainly on housing but in addition to targeting racial discrimination in housing, SCLC launched Operation Breadbasket, a project under the leadership of Jesse Jackson, aimed at abolishing racist hiring practices by companies working in African American neighborhoods.



Results

By late August, Mayor Daley was eager to find a way to end the demonstrations. After negotiating with King and various housing boards, a summit agreement was announced in which the Chicago Housing Authority promised to build public housing with limited height requirements, and the Mortgage Bankers Association agreed to make mortgages available regardless of race. Although King called the agreement “the most significant program ever conceived to make open housing a reality,” he recognized that it was only “the first step in a 1,000-mile journey”. Jackson also continued his Chicago branch of Operation Breadbasket with some success, though city officials failed to take concrete steps to address issues of housing despite the summit agreement. King, in a 24 March 1967 press conference, said, “It appears that for all intents and purposes, the public agencies have [renege]d on the agreement and have, in fact given credence to [those] who proclaim the housing agreement a sham and a batch of false promises”

King's Assassination

Martin Luther King Jr., an American clergyman and civil rights leader, was fatally shot at the Lorraine Motel in Memphis, Tennessee, on April 4, 1968 at 6:01 p.m. CST. He was rushed to St. Joseph's Hospital, where he died at 7:05 p.m. He was a prominent leader of the Civil Rights Movement and a Nobel Peace Prize laureate who was known for his use of nonviolence and civil disobedience.

James Earl Ray, a fugitive from the Missouri State Penitentiary, was arrested on June 8, 1968, in London at Heathrow Airport, extradited to the United States, and charged with the crime. On March 10, 1969, he pleaded guilty and was sentenced to 99 years in the Tennessee State Penitentiary.