Warm Up: Montgomery Bus diagram, 1955

Questions:
1) Where do you think “white” people would sit? How would they exit the bus?
2) Where do you think “black” people would sit? How would they exit the bus?
3) If no seats were available, and a black person entered the bus, what was he/she supposed to do?
Rosa Parks and The Montgomery Bus Boycott

Despite threats and violence, the civil rights movement quickly moved beyond school desegregation to challenge segregation in other areas.

In December 1955, Rosa Parks, a member of the Montgomery, Alabama, branch of the NAACP, was told to give up her seat on a city bus to a white person.
Rosa Parks was born on February 4, 1913. She grew up in Pine Level, Alabama, right outside of Montgomery. In the South, Jim Crow laws segregated African American’s and whites in almost every aspect of life.

- This included a seating policy on buses. White’s sat in the front, Blacks sat in the back.
- Buses also drove White students to school. Black students were forced to walk everyday.
Events Leading Up To Rosa’s Protest

- Parks was an active member of The Civil Rights Movement and joined the Montgomery chapter of NAACP (National Association for the Advancement of Colored People) in 1943.

- In 1944 Jackie Robinson—the famous black baseball player—refused to give up his bus seat in Texas.

- In 1955, Black Activist in Montgomery were building a case around Claudette Colvin, a 15 year old girl who refused to give up her seat on a bus. She was arrested and forcibly removed from the bus.

- African Americans made up 75% of the passengers in the Bus system but still had to deal with unfair rules.
Rosa Parks took a stand for her race by refusing to give her seat to the white passenger.

This was the catalyst for beginning the Civil Rights Movement.
### The Arrest

<table>
<thead>
<tr>
<th>On December 1, 1955</th>
<th>Rosa Parks refused to give up her seat to a White man on a bus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parks was arrested</td>
<td>and charged with the violation of a segregation law in The Montgomery City Code.</td>
</tr>
<tr>
<td>50 African American leaders in the community met to discuss what to do about Rosa’s arrest.</td>
<td>A boycott was planned!</td>
</tr>
</tbody>
</table>

“People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.” - Rosa Parks Autobiography
Video: “Mighty Times—The Legacy of Rosa Parks”

Directions: Watch the video and prepare to conduct an imaginary interview with Rosa Parks!
Rosa Parks: Short Extension Activities

- Watch video clips of the boycott at http://www.montgomeryboycott.com/frontpage.htm

- Read the article “An Interview with Rosa Parks.” If you had the chance to interview Rosa Parks, what 10 questions would you ask her? Write these down! Then, write down how you think Mrs. Parks would respond!
The Montgomery Bus Boycott

A Baptist minister named Martin Luther King, Jr., was president of the Montgomery Improvement Association, the organization that directed the boycott.

His involvement in the protest made him a national figure. Through his eloquent appeals to Christian brotherhood and American idealism he attracted people both inside and outside the South.

The Rev. Martin Luther King Jr. and Glenn Smiley leave a city bus after a U.S. Supreme Court ruling desegregating Montgomery buses took effect. (From Montgomery Advertiser files)
Montgomery Bus Boycott

On December 5, 1955, through the rain, the African Americans in Montgomery began to boycott the busses.

40,000 Black commuters walked to work, some as far as twenty miles.

The boycott lasted 382 days.

The bus companies’ finances struggled until the law that called for segregation on busses was finally lifted.
Boycott
Cartoon
Analysis

1) Brainstorm a list of what you see in the cartoon. In your list, how many items are symbols? What does each symbol represent?

2) What adjectives would you use to describe the emotion found in the cartoon?

3) How do the actions of the white man differ from that of the black man?

4) What is the cartoonist's message?

5) Is there a bias in the cartoon? (Bias takes many forms, such as political, racial, ethnic or religious intolerance.)

6) Who would agree/disagree with the message?
A Media Day was held on May 20, 1956 after the bus boycott in Montgomery. The boycott lasted 381 days.
The Montgomery Bus Boycott: Outcome

The boycott lasted for more than a year, expressing to the nation the determination of African Americans in the South to end segregation.

In November 1956, The Supreme Court ordered Montgomery’s buses desegregated and the boycott ended in victory.
Directions:

Read this document (Document 1).

Questions:

1) Why was separation of the races required (Section 10)?

2) Was it hypocritical that the city code allowed "Negro nurses" to sit in the "white section" of the bus if they were attending white people who needed their care (Section 10)?

3) How was it that Rosa Parks was arrested on charges of non-compliance of obeying the orders of a bus driver (Section 11)?

4) If city codes such as this one existed today, how would you go about changing them?

5) On public transportation where you live or in school, does separation of people occur without there being a written law? Do invisible lines and social boundaries exist? If so, what are they and why do they exist?

Re-write the city code to comply with the 1956 Supreme Court ruling on bus segregation, leading to desegregation. How would Sections 10 and 11 be written to conform to the law?
Essential Question
What were the goals and tactics of the different leaders of the Civil Rights movement?
Warm Up Video on MLK (2:30 minutes)

Warm Up question: According to King, what is “civil disobedience?”
Michael Luther King, Jr. was born in Atlanta, Georgia, on January 15, 1929 to school teacher, Alberta King and Baptist minister, Michael Luther King. His father later changed both their names to Martin Luther King.
King grew up in the church and was well-read in the scripture. Following the family tradition, he decided to become a minister.
King entered Morehouse College at the age of 15 and graduated in 1948 with a Bachelor of Arts Degree in Sociology.
King married Coretta Scott on June 18, 1953.
King enrolled in Crozer Theological Seminary in Chester, Pennsylvania where he graduated with a Bachelor of Divinity Degree in 1951.
King began his ministry in 1954 as the pastor of Dexter Avenue Baptist Church in Montgomery, Alabama.
He received a Doctorate of Philosophy in Systematic Theology from Boston University on June 5, 1955.
King’s mission was to empower his people. His platform was:

- We can stick together.
- Our leaders do not have to sell out.
- Threats and violence do not intimidate us.
- We believe in ourselves.
- Economics is part of our struggle.
- We have a powerful weapon: non-violent resistance.
- We as Negroes have arrived!
What’s the connection between Gandhi and MLK?

King, inspired by Gandhi's non-militant stance, began to advocate nonviolent protest. He began to travel and speak, making an average of 208 speeches per year.
Civil Disobedience

In 1957 King helped found the Southern Christian Leadership Conference (SCLC).

- A group that used the authority and power of Black churches to organize non-violent protest to support the Civil Rights Movement.
- King believed in the philosophy used by Gandhi in India known as nonviolent civil disobedience. He applied this philosophy to protest organized by the SCLC.
- The civil disobedience led to media coverage of the daily inequities suffered by Southern Blacks.
- The televised segregation violence led to mass public sympathy. The Civil Rights Movement became the most important political topic during the early 60’s.
In 1958, while King was at the Hotel Albert in Harlem promoting his book, *Stride Toward Freedom*, he was stabbed by a deranged African American woman. He recuperated in the hospital following the incident.
Pictured here with wife, Coretta, Dr. Martin Luther King, Jr. began to establish himself as the national leader of the civil rights movement, leading boycotts and staging protests against segregation in the South.
In 1960, King was again arrested. He received strong encouragement as a result of a telephone call to Coretta from John F. Kennedy.
“And you know, my friends, there comes a time when people get tired of being trampled over by the iron feet of oppression.”

These words helped to begin his leadership role for the cause of African American equality!
The Triumphs of a Crusade

Civil rights activists break through racial barriers. Their activism prompts landmark legislation.
Response to King’s call for non-violence: Sit-Ins

February 1, 1960—four African American college students from North Carolina A&T University began protesting racial segregation in restaurants by sitting at “White Only” lunch counters and waiting to be served.
Sit-Ins

Sit-ins—A form of non-violent protest during which blacks sat at what had previously been designated “white-only” counters and sections of restaurants. This promoted MLK’s message.

The response to the sit-ins spread throughout North Carolina, and within weeks, sit-ins were taking place in cities across the South.

Many restaurants were desegregated in response.

This form of protest demonstrated clearly to African Americans and whites alike that young African Americans were determined to reject segregation.
After the sit-in movement, some SNCC members participated in the 1961 Freedom Rides organized by CORE.

The **Freedom Riders**, both African American and white members of CORE, traveled around the South in buses to test the effectiveness of a 1960 U.S. Supreme Court decision declaring segregation illegal in bus stations open to interstate travel.


Scene of first violence, May 9.

Arrive May 14, depart May 14.
The Freedom Rides began in Washington, D.C. Except for some violence in Rock Hill, South Carolina, the trip was peaceful until the buses reached Alabama, where violence erupted.

In Anniston, Alabama, one bus was burned and some riders were beaten.

In Birmingham, a mob attacked the riders when they got off the bus.

The riders suffered even more severe beatings in Montgomery.
Freedom Riders

The violence brought national attention to the Freedom Riders and fierce condemnation of Alabama officials for allowing the brutality to occur.

The administration of President John F. Kennedy stepped in to protect the Freedom Riders when it was clear that Alabama officials would not guarantee their safe travel.
Freedom Riders

The riders continued on to Jackson, Mississippi, where they were arrested and imprisoned at the state penitentiary, ending the protest.

The Freedom Rides did result in the desegregation of some bus stations, but more importantly they caught the attention of the American public.
Directions: Imagine that it’s the year 1961 and that you are a “Freedom Rider!” Read the articles “Breach of Peace” and “DAVID FANKHAUSER JOINS THE FREEDOM RIDES.” In groups of 3-4, create a 2-page skit, featuring yourselves as participating in the Freedom Rides! Your skit should address the journey across the U.S. (use the maps provided), plus the historical facts presented in the readings. Consider the following questions for your skit:

1) What was the purpose of the Freedom Rides?
2) How did the participants respond to violence?
3) Were the goals of the Freedom rides accomplished?

High-scoring skits should be well-rehearsed (without written materials in front of you) and present the serious nature of these historical times. Racial stereotypes and slurs will NOT be acceptable and will result in a “0.”
Desegregating the Universities & the Kennedy Administration
In 1962, James Meredith—an African American—applied for admission to the University of Mississippi.

The university attempted to block Meredith’s admission, and he filed suit.

After working through the state courts, Meredith was successful when a federal court ordered the university to desegregate and accept Meredith as a student.
Civil rights activist James Meredith grimaces in pain as he pulls himself across Highway 51 in Hernando, Miss. after being shot during a voting rights march, June 6, 1966. Meredith, who defied segregation to enroll at the University of Mississippi in 1962, completed the march from Memphis, Tenn., to Jackson, Miss., after treatment of his wounds.
The Governor of Mississippi, Ross Barnett, defied the court order and tried to prevent Meredith from enrolling.

Meredith and his supporters organized a protest march.

In response, the Kennedy administration intervened to uphold the court order. Kennedy sent federal troops to protect Meredith when he went to enroll.

During his first night on campus, a riot broke out when whites began to harass the federal marshals.

In the end, two people were killed and several hundred were wounded.
Desegregating Southern Universities

In 1963, the governor of Alabama, George C. Wallace, threatened a similar stand, trying to block the desegregation of the University of Alabama. The Kennedy administration responded with the full power of the federal government, including the U.S. Army.

The confrontations with Barnett and Wallace pushed President Kennedy into a full commitment to end segregation.

In June 1963, Kennedy proposed civil rights legislation.
Go to the following website
http://lphs.k12.ca.us/rm1/online/hotpotato
estav/tav16-2/TAV16-2indexcloze.htm and complete ALL four activities with a score of 100%!

United States History

Section 16-2: Challenging Segregation

- The Sit-In Movement (16-2 a)
- SNCC (16-2 b)
- The Freedom Riders (16-2 c)
- John F. Kennedy and Civil Rights (16-2 d)
Background and Analysis of King's Letter from Birmingham Jail

King continues the Struggle!
Letter From a Birmingham Jail

Listen to audio: http://www.thekingcenter.org/program/non/Letter.html

King, wrote the letter after being arrested at a peaceful protest in Birmingham, Alabama, in April 1963.

- The letter was in response to a letter sent to him by eight Alabama Clergy men called, “A Call For Unity.”
- The men recognized that injustices were occurring in Birmingham but believed that the battles for freedom should be fought in the courtroom in not in the streets.
- In the letter, “Letter from Birmingham Jail,” King justified civil disobedience by saying that without forceful action, true civil rights would never be achieved. Direct action is justified in the face of unjust laws.
In the letter King justifies civil disobedience in the town of Birmingham.

- “I cannot sit idly in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere.”
- “There can be no gain saying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts.”
- “Oppressed people cannot remain oppressed forever. The yearning for freedom eventually manifests itself.”
- “We know through painful experience that freedom is never voluntarily given by the oppressor, it must be demanded by the oppressed.
- “Wait has almost always meant 'never.'”
National civil rights leaders decided to keep pressure on both the Kennedy administration and Congress to pass the civil rights legislation. The leaders planned a March on Washington to take place in August 1963.

This idea was a revival of A. Phillip Randolph’s planned 1941 march, which had resulted in a commitment to fair employment during World War II.
The March on Washington

Randolph was present at the march in 1963, along with the leaders of the NAACP, CORE, SCLC, the Urban League, and SNCC.
The March on Washington

Martin Luther King, Jr., delivered a moving address to an audience of more than 200,000 people.

His “I Have a Dream” speech—delivered in front of the giant statue of Abraham Lincoln—became famous for the way in which it expressed the ideals of the civil rights movement.

After President Kennedy was assassinated in November 1963, the new president, Lyndon Johnson, strongly urged the passage of the civil rights legislation as a tribute to Kennedy’s memory.
King spoke to more than 200,000 civil rights supporters during the “March on Washington” August 28, 1963.
Dr. King made his famous “I have a dream” speech.
In a powerful speech, Martin Luther King Jr. stated eloquently that he desired a world were Black’s and whites to coexist equally.

King’s speech was a rhetoric example of the Black Baptist sermon style.

The speech used The Bible, The Declaration of Independence, The United States Constitution and The Emancipation Proclamation as sources. He also used an incredible number of symbols in his poetic address.
The powerful words of Martin Luther King Jr.

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

- “I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.”

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

- “black men and white men, Jews and Gentiles, Protestants and Catholics - will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! Free at last! Thank God Almighty, we are free at last!"
Effects of The March on Washington

Over fierce opposition from Southern legislators, Johnson pushed the Civil Rights Act of 1964 through Congress. It prohibited segregation in public accommodations and discrimination in education and employment. It also gave the executive branch of government the power to enforce the act’s provisions.
Activity #1

Directions: Create your own "I Have a Dream Too!" speech by filling in the blanks.

"I Have a Dream Too!"

I have a dream that one day this nation will _______________________

I have a dream that one day ________________________________

I have a dream that one day ________________________________

I have a dream that ________________________________

I have a dream today.

I have a dream that one day ________________________________

I have a dream today.

I have a dream that one day ________________________________

This is my hope and faith. With this faith we will be able to ________________________________

This will be the day when ________________________________

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"
Activity #2: Produce a poster & write a Poem or Song about the March on Washington and King’s “Dream” speech.

Directions: Imagine, it’s August, 1963 and you are participating in the March on Washington! It’s open mic time at the nation’s capital! You are scheduled to read your own “I have a dream” speech (Activity #1). In addition, working in small groups, you will:

1) Present a “Freedom Poster” which must include:
   • A catchy slogan and a list of demands for racial equality.
   • In addition, demand that Congress and the U.S. President pass new legislation to legal racism! (You should recall and use several of the facts that we have learned in this unit).

2) Write a song or poem about the March on Washington, King’s “Dream” speech, and the need for racial equality. These must be read and performed!
Starting in 1961, SNCC and CORE organized voter registration campaigns in the predominantly African American counties of Mississippi, Alabama, and Georgia.

SNCC members worked to teach African Americans necessary skills, such as reading, writing, and the correct answers to the voter registration application.
The Violent Response to Voter Registration

These activities caused violent reactions from Mississippi’s white supremacists.

In June 1963, Medgar Evers, the NAACP Mississippi field secretary, was shot and killed in front of his home.

In 1964, SNCC workers organized the Mississippi Summer Project to register African Americans to vote in the state, wanting to focus national attention on the state’s racism.
Voter Registration

By the end of the summer, the project had helped thousands of African Americans attempt to register, and about one thousand actually became registered voters.

In early 1965, SCLC members employed a direct-action technique in a voting-rights protest initiated by SNCC in Selma, Alabama.

When protests at the local courthouse were unsuccessful, protesters began to march to Montgomery, the state capital.
As marchers were leaving Selma, mounted police beat and tear-gassed them.

Televised scenes of the violence, called Bloody Sunday, shocked many Americans, and the resulting outrage led to a commitment to continue the Selma March.
King and SCLC members led hundreds of people on a five-day, fifty-mile march to Montgomery, called the Selma March.

The Selma March drummed up broad national support for a law to protect Southern African Americans’ right to vote.

President Johnson persuaded Congress to pass the Voting Rights Act of 1965, which suspended the use of literacy and other voter qualification tests in voter registration.
Think about these question as you watch. Your assignment follows the video: Why would Johnson, who had long supported and been supported by segregationists, suddenly risk his own political future to help black leaders achieve their civil rights goals? What social and political forces worked for and against Johnson as he pushed for passage of his groundbreaking civil rights bills?
Assignment: Johnson & Civil Rights

DIRECTIONS: You will research and write a 300-word report about one of Johnson’s landmark civil rights bills: The Civil Rights Act of 1964, The Voting Rights Act, or The Fair Housing Act. In your report, you should define the primary goals of the bill, explain the injustices and inequities the bill sought to correct, and give examples of how the bill changed the lives of Americans. You may begin your research with the Web sites below, but you may have to visit additional sites, as well as the library. The following Web sites provide resources for student research:

Wikipedia: The Civil Rights Act of 1964

Civil Rights Act; July 2, 1964
www.yale.edu/lawweb/avalon/statutes/civil_rights_1964.htm

A Brief History of Civil Rights in the United States of America
www.africanamericans.com/civilrightsactof1964.htm

Wikipedia: American Civil Rights Movement

Wikipedia: The Voting Rights Act

U.S. Voting Rights
www.infoplease.com/timelines/voting.html

Voting Rights Law and History
www.usdoj.gov/kidspage/crt/voting.htm

Literacy Test: Would you “qualify” to vote?
www.crmvet.org/info/lithome.htm

The Fair Housing Act
www.usdoj.gov/crt/housing/housing_coverage.htm

What the Fair Housing Act Prohibits
http://brgov.com/dept/ocd/prohibited.htm

Wikipedia: Fair Housing
http://en.wikipedia.org/wiki/Fair_housing

Starts on Page 864
Activity on Johnson’s “We Shall Overcome Speech.”

Writing Prompt:
Should we consider President Lyndon B. Johnson as a major leader of the Civil Rights Movement? Why or why not?
Explain in 150 words, using evidence from Johnson’s speech and any other reliable evidence from Internet sites.
Voter Registration: Effects

- Over the next three years, almost one million more African Americans in the South registered to vote.
- By 1968, African American voters had having a significant impact on Southern politics.
- During the 1970s, African Americans were seeking and winning public offices in majority African American electoral districts.
On December 10, 1965, Dr. King won the Nobel Peace Prize.
Challenges and Changes in the Movement

Disagreements among civil rights groups and the rise of black nationalism create a violent period in the fight for civil rights.
Many opponents to Dr. King’s leadership during the Civil Rights Movement tried to intimidate him and his family. While King was in St. Augustine, Florida to meet with other integration leaders, a shot was fired through a window in his rented beach cottage. No one was home at the time of the shooting.
Urban Violence Erupts

- Mid-1960s, numerous clashes between white authority, black civilians
  - many result in riots
- Many whites baffled by African-American rage
- Blacks want, need equal opportunity in jobs, housing, education
- Money for War on Poverty, Great Society redirected to Vietnam War
Black Power is a term that emphasizes racial pride and the desire for African Americans to achieve equality.

The term promotes the creation of Black political and social institutions.

The term was popularized by Stokely Carmichael during The Civil Rights Movement.

Many SNCC (Student Nonviolent Coordinating Committee) members were becoming critical of leaders that articulated non-violent responses to racism.
New Leaders Voice Discontent

African-American Solidarity

- **Nation of Islam**, Black Muslims, advocate blacks separate from whites
  - believe whites source of black problems
- **Malcolm X**—controversial Muslim leader, speaker; gets much publicity
- Frightens whites, moderate blacks; resented by other Black Muslims

Ballots or Bullets?

- Pilgrimage to Mecca changes Malcolm X’s attitude toward whites
- Splits with Black Muslims; is killed in 1965 while giving speech
The Nation Of Islam (NOI) was an activist group that believed that most African slaves were originally Muslim.

The NOI urged African Americans to reconvert to Islam in effort to restore the heritage that was stolen from them.

The NOI wanted to create a second Black nation within the United States.

The “X” in Malcolm’s name symbolizes the rejection of his slave name.
Elijah Muhammad was the leader of the mostly Black political and religious group The Nation Of Islam.

- His teachings, often perceived as racist, preached complete separation from Whites in society.
- He often expressed the idea the Blacks were the first people to rule the world and that the Whites tricked them out of power and oppressed them.
- Young Malcolm X developed his adept speaking skills and political ideas under the direction of Elijah Muhammad.
Malcolm X

Born in Omaha Nebraska, Malcolm Little was the son of a Baptist preacher who urged Blacks to stand up for their rights.

His father was killed by White Supremacist in Michigan, in 1931.

After time, Malcolm moved to Harlem where he became involved in gambling, drug dealing and robbery.

Malcolm Was Arrested at the age of 20 for armed robbery. In jail he studied the teaching of the Elijah Muhammad.
Malcolm X: The Activist

- Malcolm X made constant accusations of racism and demanded violent actions of self defense.
- He constantly retold the injustices his people suffered in the past.
- Malcolm X gathered widespread admiration from African American’s and widespread fear from Whites. However White college students could not ignore the harsh realities of his preaching's.
"Be peaceful, be courteous, obey the law, respect everyone; but if someone puts his hand on you, send him to the cemetery."

"Nobody can give you freedom. Nobody can give you equality or justice or anything. If you're a man, you take it."

"You can't separate peace from freedom because no one can be at peace unless he has his freedom."
Tension In The Nation Of Islam

By the start of the 60’s Tension was growing in The Nation of Islam.

- Malcolm X was exposed to rumors that Elijah Muhammad had indulged in extramarital affairs.
  - Adultery is shunned in the Muslim doctrine.

Malcolm Believed that Elijah Muhammad was jealous of his increasing popularity.

The Nation of Islam blamed Malcolm X for his controversial remarks regarding John F. Kennedy Jr.
After the assassination of John F. Kennedy, Malcolm X made a speech.

- Malcolm claimed that the violence Kennedy failed to prevent ended up to come back and claim his life.
- He stated that assassination was an example of “the chickens coming home to roost”
- He later stated, "Chickens coming home to roost never made me sad. It only made me glad."
- This comment lead to widespread public dismay.
Pilgrimage to Mecca

In 1964, during a pilgrimage to Mecca, Malcolm discovered that orthodox Muslims preach equality among races.

Malcolm’s new knowledge and growing distrust with the NOI, caused him to desert his argument that all Whites are the devil.

Malcolm X never abandoned his theory that Racism had destroyed the nation and that only Blacks could free themselves.

In 1965 Malcolm X was assassinated by a Black Muslim at a New York City rally.
He got the peace prize, we got the problem.... If I'm following a general, and he's leading me into a battle, and the enemy tends to give him rewards, or awards, I get suspicious of him. Especially if he gets a peace award before the war is over.

I'll say nothing against him. At one time the whites in the United States called him a racist, an extremist, and a Communist. Then the Black Muslims came along and the whites thanked the Lord for Martin Luther King.

I want Dr. King to know that I didn't come to Selma to make his job difficult. I really did come thinking I could make it easier. If the white people realize what the alternative is, perhaps they will be more willing to hear Dr. King.

Dr. King wants the same thing I want -- freedom!
Directions: Pretend that it is the year 1963. MLK, Malcom X, JFK & Lyndon B. Johnson met one day for dinner and had a discussion about what direction the Civil Rights Movement should take. Should it continue to practice civil disobedience? Or, should it use “whatever means necessary” to accomplish its mission. Have JFK and Johnson done enough to aid the movement? What else should JFK and Lyndon B. Johnson do?

Remember your two-page, four-way dialogue should feature the major ideas and differences of opinions between these famous leaders.
Black Power
• CORE, SNCC become more militant; SCLC pursues traditional tactics
• Stokely Carmichael, head of SNCC, calls for Black Power:
  - African Americans control own lives, communities, without whites

Black Panthers
• Black Panthers fight police brutality, want black self-sufficiency
• Preach ideas of Mao Zedong; have violent confrontations with police
• Provide social services in ghettos, win popular support
- Founded in 1966 in Oakland.
- Led by Huey P. Newton and Bobby Seale.
- Believed violent revolution was the only way to receive freedom.
- Urged African Americans to arm themselves.
The Violent Panthers

In the late 60’s party leaders got involved in violent confrontations with the police.

- The results was death on both sides.

Huey Newton was tried in 1967 for killing a police officer.

Black Panther activist Bobby Seale, was a member of the Chicago Eight.

- A group of eight people who disrupted the 1968 Democratic convention.
During the Vietnam War, King began to rethink his mission and turned his focus from racial discrimination to problems of poverty and economic injustice.

King expressed his disenchantment with President Johnson’s Vietnam policies.
On April 4, 1968, while standing on a balcony at the Lorraine Motel in Memphis, King was assassinated by James Earl Ray.
1968—A Turning Point in Civil Rights

King’s Death
• King objects to Black Power movement, preaching of violence
• Seems to sense own death in Memphis speech to striking workers
• Is shot, dies the following day, April 4, 1968

Reactions to King’s Death
• King’s death leads to worst urban rioting in U.S. history
  - over 100 cities affected
• Robert Kennedy assassinated two months later
The country, along with Coretta and King’s young daughter Bernice, mourned his death.
Dr. Martin Luther King, Jr. is entombed at the Freedom Hall Complex. This site was listed as a National Historic Landmark on May 5, 1977 and was made a National Historic Site on October 10, 1980.
President Ronald Reagan signed the bill to make January 20th, the celebration of Dr. King’s birthday a national holiday.
Dr. Martin Luther King, Jr. continues to make an impact in the life of today’s people! His story lives on...
For many people the civil rights movement ended with the death of Martin Luther King, Jr. in 1968. Others believe it was over after the Selma March, because there have not been any significant changes since then. Still others argue the movement continues today because the goal of full equality has not yet been achieved.
Directions: Design a memorial for MLK!
1) Read the article on MLK and Robert F. Kennedy’s speech “On the Death of Martin Luther King.”
2) Grab a large sheet of butcher or construction paper.
3) Your design for the memorial should symbolically and creatively reflect MLK’s achievements.
4) On the monument, you need to write a 100-word epitaph—a brief description of MLK’s life and greatest achievements. You must include a famous quote from MLK and Robert Kennedy as well.
Legacy of the Civil Rights Movement

Causes of Violence
• Kerner Commission names racism as main cause of urban violence

Civil Rights Gains
• Civil Rights Act of 1968 prohibits discrimination in housing
• More black students finish high school, college; get better jobs
• Greater pride in racial identity leads to Black Studies programs
• More African-American participation in movies, television
• Increased voter registration results in more black elected officials
continued Legacy of the Civil Rights Movement

Unfinished Work

• Forced busing, higher taxes, militancy, riots reduce white support
• White flight reverses much progress toward school integration
• Unemployment, poverty higher than for whites
• Affirmative action—extra effort to hire, enroll discriminated groups
• 1960s, colleges, companies doing government business adopt policy
• Late 1970s, some criticize policy as reverse discrimination
Amazing Grace! How sweet the sound That saved a wretch like me I once was lost but now am found, 
Was blind but now I see. 'Twas Grace that taught my heart to fear And Grace my fears relieved How precious did that grace appear The hour I first believed.
Through many dangers, toils and snares I have already come 'Tis Grace has brought me safe thus far And Grace will lead me home.
The Lord has promised good to me His word my hope secures; He will my shield and portion be, As long as life endures.
Yet, when this flesh and heart shall fail, And mortal life shall cease, I shall possess within the veil, A life of joy and peace.
When we've been there ten thousand years Bright shining as the sun, We've no less days to sing God's praise Than when we've first begun
Conclusion

During The American Civil Rights Movement many different and unique leaders and groups came to power.

Some preached violence, some preached peace, some preached protest and some preached resilience.

However, every leader had one thing in common. They all wanted freedom and they all wanted equality for their race.

Today we celebrate the leaders struggles because it was there work that got us to the point we are at today.

Now, not everything is completely equal. But it is clear that we have come a long way since Martin Luther King Jr. marched in Washington and cried out, “I Have A Dream”
1. What happened to Emmett Till? What was the outcome of this case?

2. Explain the Supreme Court case of *Brown vs. Board of Education*?

3. What did the decisions of Supreme Court Chief Justice Earl Warren do for the rights of the individual, such as was the case with Linda Brown?

4. What happened at Little Rock High School in 1957?

5. What is civil disobedience? Provide some examples of civil disobedience displayed during the civil rights movement.

6. Compare and contrast Martin Luther King, Jr.’s philosophy and Malcolm X’s philosophy.

7. What happened in the city of Birmingham, Alabama in 1963?


9. Explain affirmative action. What is the major controversy surrounding this policy passed under the Johnson Administration?
The End