






SUBJECT AND GRADE	HISTORY GRADE 12	
TERM 1	Week 7	
TOPIC 3	Civil society protests 1950s to 1970s	
PURPOSE OF LESSON 	Section 1: Reasons and origins of the Civil Rights Movement in US (background information only) Section 2: The Role, Impact, and Influence of Martin Luther King Junior; and the influence of passive resistance (Ghandi) on Martin Luther King Section 3: Forms of protest by civil disobedience: Montgomery bus boycott, sit-ins, protests, including the Lincoln Memorial, Birmingham campaign and Selma Montgomery marches Section 4: School Desegregation: Case Study (Little Rock, Arkansas) Section 5 : Short-term and long-term benefits	
SOURCES 	Hard copies	Digital resources
	Learners must make use of their textbook (Term 1 - Theme 3 (Civil society protests 1950s to 1970s) Use slides 1-5 of the PPT	Refer to the relevant digital sources: https://www.youtube.com/watch?v=URxwe6LPvkM https://libguides.lehman.edu/c.php?g=332027&p=2227518
IN'	African Americans made up about 10% of the total American population. In the 1950s, African Americans became heavily under pressure because of the segregation laws in the southern states of America. They were openly discriminated against. They were also not allowed to vote. The Civil Rights Movement has become the mouthpiece of disgruntled Aro-Americans to improve their situation in a non-violent way.	
CONCEPTS AND SKILLS	Discrimination: behaviour that favour some groups above others Segregation: The separation of people into groups based on a particular feature, which is often race Federal Government: composed of three distinct branches: legislative, executive, and judicial, whose powers are vested by the U.S. Constitution in the Congress, the President, and the Federal courts, respectively. .. Civil disobedience: the deliberate breaking of laws considered to be unjust. Constitution: The fundamental framework of America's system of government. The Constitution: ... Separates the powers of government into three branches: the legislative branch, which makes the laws; the executive branch, which executes the laws; and the judicial branch, which interprets the laws.	

	<p>Jim Crow Laws; Segregation Laws, which meant that black Americans could not vote, attend white schools or share busses with whites in the USA's southern states</p> <p>Civil society protest: a demonstration, strike, boycott or march against perceived injustice</p> <p>*LEARNERS ALWAYS IDENTIFY TERMS /CONCEPTS YOU DO NOT UNDERSTAND WHEN YOU START A NEW TOPIC. *</p>
<p>INFORMAL ASSESSMENT</p> 	<p>SOURCE-BASED ACTIVITY 1: Complete the following activity in your workbook. KEY QUESTION: How did the USA Constitution contribute to the establishment of the Civil Rights Movement? 1.1 Read source A. below.</p> <p>SOURCE 1A In the following excerpt, Williams explains how important the U.S. Constitution was in the Civil Rights Movement's campaign for justice.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The constitution provided the framework within which the people could act to change the nation for the better. The story of the civil rights movement testifies to the power of the Constitution. Although that code of law has been distorted and distorted for some time to deny black Americans their rights, it has also provided the tool used by the movement to bring about justice. Even when activists of the movement broke local laws, they remained conscious of complying with the provisions of the Constitution. They knew that segregation was wrong based on the country's supreme law. People were willing to go to jail, to fight through the legal system for change, because the constitution was their biggest shield.</p> <p>From: Juan Williams, Eyes on the Prize: American Civil Rights Years 1954-1965, Viking, Harmondsworth, 1987.</p> </div> <p>Refer to the Source 1A</p> <p>1.1.1 According to the source what does civil disobedience mean? (1 x 2) (2)</p> <p>1.1.2 Explain the concept constitution in the context of the source. (1 x 2) (2)</p> <p>1.1.3 What does Williams imply /mean when he states" The story of the civil rights movement testifies to the power of the Constitution" (2 x2) (4)</p>
<p>Consolidation</p>	<p>The American Civil War gave African Americans political rights. These political rights were gradually deprived of them by conservative whites gained political control in the southern states. After World War II, African Americans were determined to end segregation.</p>



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PURPOSE OF LESSON	Section 2: The role, impact and influence of Martin Luther King Junior; and the influence of passive resistance (Ghandi) on Martin Luther King	
RESOURCES	<p>Hard copies Learners must make use of their textbook (Term 1 - Theme 3 (Civil society protests 1950s to 1970s) Use slides 6-7 of the PPT</p>	<p>Digital resources Refer to the relevant digital sources: https://www.youtube.com/watch?v=pG8X0vOvi7Q https://www.youtube.com/watch?v=3ank52Zi_S0 https://www.youtube.com/watch?v=az8JSSfiFV4 https://www.youtube.com/watch?v=gv5m9FLSUvY</p>
INTRODUCTION	In 1954, Martin Luther King jr. became a pastor of Dexter Avenue Baptist Church in Montgomery, Alabama. He would become a prominent figure in the non-violent struggle for the rights of black people. His first major non-violent protest action was the Montgomery bus boycott.	
CONCEPTS AND SKILLS	<p>Civil Disobedience: Peaceful protest in which people violate laws that they think are unfair or unconstitutional. Lynch: To execute someone without a proper trial. Was especially used by the Ku Klux Klan to intimidate African Americans. Ku Klux Klan(KKK): a racist organization opposed to Jews, Catholics and Blacks, which was founded in 1865 after the American Civil War</p>	<p>SKILLS</p> <ul style="list-style-type: none"> • Extract information from sources • Simple interpretation of sources • Explain historical concepts • Interpretation of information • What are the opinions or opinions on an issue that appear in the source.

INFORMAL ASSESSMENT



Read the description/ contextualizing the source; This explains what the source is about. Underline definitions / concepts e.g.

According to the source: Use the information from the source to answer the question.

SOURCE-BASED ACTIVITY 2: Complete the following activity in your workbook.

KEY QUESTION: HOW DID THE CIVIL RIGHTS MOVEMENT CHALLENGE THE GOVERNMENT OF THE UNITED STATES DURING THE 1960s? (FEB-MART 2014)

SOURCE 2A

The source describes the philosophy of non-violence that the Civil Rights Movement used in the USA during the 1960s.

... the Civil Rights Movement has chosen the tactic of non-violence as a tool to tackle legitimate racist segregation, discrimination and inequality. In fact, they have Martin Luther King jr. 's guiding principles of non-violence and passive resistance followed. Civil rights leaders have long realized that proponents of segregation would do anything to retain their power and control over blacks. Consequently, they believed that some changes might be made if enough people outside the South could witness the violence that blacks had to endure for decades.

According to Bob Moses and other civil rights activists, they hoped and often prayed that television and newspaper reporters would show the world that the primary reason blacks remained in such a subordinate position in the South was the widespread violence aimed at them. . History has shown that there was no shortage of violence to pull the media.




[From: <http://www.mshistorynow.mdah.state.ms.us/articles/>. Accessed 22 February 2021]

2.1 Read Source 2A.

- 2.1.1 Why, according to the source, did the Civil Rights Movement take a non-violent approach to end discrimination? (1 x 1) (1)
- 2.1.2 Define the concept segregation in your own words. (1 x 2) (2)
- 2.1.3 Explain how Black Americans in South America was treated. (2 x 2) (4)
- 2.1.4 Why do you think the media did not play a significant role in the revelation of the atrocities committed against Black Americans? (2 x 2) (4)

	<p>SOURCE 2B</p> <p>This source focuses on the sit-ins that the civil rights activists in the US followed during the 1960s.</p> <div style="border: 1px solid black; padding: 10px;"> <p>The basic plan of the strikes was that a group of students would go to a lunch counter and ask to be served. If served, they would go to the next lunch counter. If they were not served, they would not stir until served. If they were arrested, a new group would take their place. The students were non-violent and respectful at all times. Students in Nashville had a few 'Do's' and 'Don'ts' during their sit-ins:</p> <p>Always be friendly at the counter. Always sit up straight and look at the counter. Do not strike back, or curse back if you are attacked. Do not laugh out loud. Do not talk. Do not block entrances.</p> <p>... This first sit-in had little effect. CL Harris, the manager of the store, said of the students, 'They can just sit there. It means nothing to me.' But when a larger group of students returned the next day, the radio services became aware of the story, and civil rights organizations began spreading the word to other college campuses. Gordon Carey, a representative of the Congress for Racial Equality ('CORE'), came from New York to arrange more sit-ins. Ella Baker of the Southern Christian Leadership Conference ('SCLC') has contacted students on many college campuses. Within two weeks, students in eleven cities held sit-ins, mainly in Woolworths' and SH Kress stores. Stores have started putting notices in the windows that say: '</p> <p>[From: http://www.americanhistory.about.com/od/civilrights/Civil-Rights-Movement.htm. Accessed 22 February 2021]</p> </div> <p>2.2 Use Source 2B.</p> <p>2.2.1 Quote evidence from the source that indicates that sit-ins were based on the principle of non-violence. (1 x 1) (1)</p> <p>2.2.2 What role did CORE and SCLC play during the sit-in campaigns? (2 x 2) (4)</p> <p>2.2.3 How did the most stores responded to the sit-in campaigns? (1 x 2) (2)</p>
<p>Consolidation</p>	<p>King's non-violent approach and deep wisdom gathered much support for him and the Civil Rights Movement. The Civil Rights Movement used mass action through various forms of protest such as sit-ins, among others.</p>



SUBJECT AND GRADE	HISTORY GRADE 12	
TOPIC 3	Civil society protests 1950s to 1970s	
PURPOSE OF LESSON 	Section 3: Forms of protest by civil disobedience: Montgomery bus boycott, sit-ins, protests, including the Lincoln Memorial, Birmingham campaign and Selma Montgomery marches	
SOURCES 	Hard copies Learners must make use of their textbook (Term 1 - Theme 3 (Civil society protests 1950s to 1970s) Use slides 8-23 of the PPT	Digital resources Refer to the relevant digital sources: https://www.youtube.com/watch?v=FE6Yvy--5aw https://www.youtube.com/watch?v=Q-MLurRcUxg https://www.youtube.com/watch?v=1zBY6gkpbTg https://www.youtube.com/watch?v=urtJv9gxFSM https://www.youtube.com/watch?v=vP4iY1TfS3s
INTRODUCTION	The Civil Rights Movement organized numerous non-violent marches, sit-ins and boycotts. In many cases, the non-violent resistance of the Civil Rights Movement was met with police violence.	
INFORMAL ASSESSMENT  Read the source with understanding. Read the description / contextualizing the source; it explains what the source is about. Underline definitions / concepts.	<p>SOURCE-BASED ACTIVITY 3: Complete the following activity in your workbook. KEY QUESTION: HOW DID THE CIVIL RIGHTS MOVEMENT CHALLENGE THE GOVERNMENT OF THE UNITED STATES DURING THE 1960s? (FEB-MART 2014) SOURCE 3 A</p> <p>The excerpt below focuses on how Martin Luther King jr. fought in January 1965 for suffrage for black Americans in Alabama</p> <div style="border: 1px solid black; padding: 10px;"> <p>On January 2, 1965, dr. King ... announced that a new, and more militant, phase of his civil rights campaign would be launched in Selma, Alabama. Since its inception, the Southern Christian Leadership Conference (SCLC) has sought to achieve both social and political rights for black Americans. On that fateful day in January, King said, "We do not ask, we insist on voting rights." Selma was then under the jurisdiction of Sheriff James G Clark, an enthusiastic, cunning advocate of segregation... Clark finally felt compelled to arrest King on February 1, 1965, along with 770 other protesters. By February 3, Clark had arrested another 500 protesters. On March 6, Dr. King made a call for a march from Selma to Montgomery to take the voting rights campaign all the way to the steps of the State Congress building.</p> <p><small>'[From: A Testament of Hope - The Essential Writings and Speeches of Martin Luther King, Jr. by JM Washington]</small></p> </div>	

According /Quote from the source:

Use the information from the source to answer the question.

Write 2 short answers from the source (extract of information)

Answer 1.... ✓

Answer 2... ✓

(2 x 1) (2)

3.1 Study Source 3A.

3.1.1 **Quote evidence from the source** that suggests that Martin Luther King jr. influenced the Civil Rights Movement to change their strategy of non-violence. (1 x 1) (1)

3.1.2 Explain how Selma's Sheriff James Clark, responded on the new approach adopted civil rights activists. (2 x 2) (4)

SOURCE 3B

This source focuses on the Selma-to-Montgomery marches on March 7, 1965.

In early 1965, he (Martin Luther King jr.) Organized a march through Selma, Alabama. Only 2.4% of Selma's blacks were registered to vote and the town was notorious for its violent racist sheriff, Jim Clark. Authorities banned the planned march. But on March 7, about 600 people continued the march (without King). They were brutally attacked. The media called it 'Bloody Sunday'. King tried to keep up the pressure and rescheduled the march. But he compromised on March 11 by leading a symbolic march. It turned around after a short distance.

King's compromise prevented more violence. This angered the more radical black activists, but King's self-discipline probably helped President Johnson pass the Voting Rights Bill in 1965. It was eventually passed by Congress and became law in 1968

[From: Modern World History by B Walsh]

This is a view from the air of the civil rights activists who walked across the Edmund Pettus Bridge on March 7, 1965 during the march from Selma to Montgomery, Alabama.

3.2 Study Source 3B.

3.2.1 What was the main reason for the Selma-to-Montgomery marches? (1 x 2) (2)

3.2.2 Explain to what extent the march from Selma to Montgomery, was successful to bring positive change to black voters (1 x 2) (2)

SOURCE 3C

This is an aerial view of the civil rights activists who crossed the Edmund Pettus Bridge on March 7, 1965 during the march from Selma to Montgomery, Alabama.



From :

<https://www.npr.org/sections/codeswitch/2015/03/05/391041989/the-racist-history-behind-the-iconic-selma-bridge> Accessed on 21 February 2021

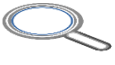


3.3 Study Source 3C

- 3.3.1 What message does the photo carry regarding participation in the march over the Edmund Pettus Bridge? (1 x 2) (2)
- 3.3.2 Refer to Source 3B and Source 3C. Explain how the information about the procession from Selma to Montgomery in Source 3B supports the information in Source 3C. (2 x 2) (4)
- 3.4 Refer to Sources 3A and 3B. How does the evidence in these sources differ on the treatment of civil rights activists? (2 X 2) (4)
- 3.5 Use the information in the relevant sources and your own knowledge and write a paragraph of about EIGHT lines (about 80 words) to evaluate the influence of the strategy of non-violence on the Civil Rights Movement. (8)

Consolidation

Martin Luther King led a huge protest in Birmingham, Alabama, as well as the huge peace march to Washington when he gave his historic "I Have a Dream" speech. He was arrested more than twenty times and assaulted at least four times. He was awarded five honorary degrees, while Time magazine honored him Man of the Year in 1963. King not only became the symbolic leader of the American blacks, but also a world figure.



SUBJECT AND GRADE	HISTORY GRADE 12	
TOPIC 3	Civil society protests 1950s to 1970s	
PURPOSE OF LESSON 	Section 4: School Desegregation: (Little Rock, Arkansas) (as a form of protest OR a case study)	
SOURCES 	<i>Hard copies</i>	<i>Digital resources</i>
	Learners must make use of their textbook (Term 1 - Theme 3 (Civil society protests 1950s to 1970s) Use slides 24-27 of the PPT	Refer to the relevant digital sources: https://www.youtube.com/watch?v=oodolEmUg2g https://www.youtube.com/watch?v=CAPOvdOEYE8 https://www.youtube.com/watch?v=QLm9JW6qhCw
INTRODUCTION	<p>The Little Rock Nine was a group of nine African-American students enrolled in 1957 at Central High School in Little Rock, Arkansas. Their enrollment was followed by the Little Rock Crisis, in which the students were initially prevented by Orval Faubus, the Governor of Arkansas, from attending school.</p> <p>PLEASE NOTE: THIS SECTION COULD BE ASKED AS PART OF FORMS OF PROTEST OR AS A CASE STUDY. YOU NEED TO KNOW ALL THE CONTENT AND BE PREPARED FOR THE WAY IN WHICH IT COULD BE ASSESSED.</p>	
INFORMAL ASSESSMENT 	<p>SOURCE-BASED ACTIVITY 4: Complete the following activity in your workbook.</p> <p>KEY QUESTION: HOW DID AMERICANS RESPOND TO THE INTEGRATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS IN 1957? (FEB_MRT 2016)</p> <p>SOURCE 4A</p> <p>This source appeared in a bulletin issued on September 25, 1957 by the principal of Central High School. Entitled 'What Should Students Do', it provided guidelines on how learners should behave during the integration process at the school.</p>	

Read the source with understanding. Read the description / contextualizing the source; it explains what the source is about. Underline definitions / concepts such as 'reconciliation'.

This is the second bulletin to read in your register classes without discussion. The Federal Court last night ordered the Board of Education to begin the integration of white and Negro learners * (black Americans) at the high school level today according to the limited integration plan approved by the court and upheld on appeal. This plan, approved by the Federal Court, recognizes the responsibility of the Board of Education to maintain the high quality of education in our schools. A group of qualifying Negro learners has been enrolled at Central High School this year to carry out the court's instructions. These learners may be present today, or at any time in the future. As a learner at Central High School, you have certain obligations to yourself and your community. You need to know your responsibilities.

You have a responsibility to yourself:

(a) Your first and immediate task is to get instruction of the highest possible quality. Any disorder, confusion, disagreement or quarrel at or around the school will interfere with classroom work. Such disorder, disorderly gatherings, or rioting anywhere will make it difficult for you to study. For the sake of your progress at school, you should refuse to get involved in any arguments or quarrelsome groups.

(b) Any person who interferes by word or deed with the orderly execution of an order of the Federal Court may be charged with contempt of court and shall be subject to arrest and prosecution by the Federal Government. It is a serious offense and is punishable by a fine, imprisonment or both. Any yelling, protests or similar disorder can be considered contempt of court. This is no trifle.

You have a responsibility to your school:

Central High School has a reputation as one of the leading public high schools in the country. It is important for each of us to keep it in that position. We can do this if every learner and teacher quietly continues our work here at the school - learning and teaching. There should be no 'incidents' at the school.

Jess W Matthews, Principal

[From Facing History and Ourselves Teaching Guide by Facing History

4.1 Read Source 4A.

- 4.1.1 Explain the term integration in the context of the events that took place in 1957 at Central High School. (1 x 2) (2)
- 4.1.2 How did members of the council at Central High School react to the decision of the Federal Court? (1 x 2) (2)

Study the visual source so that you can understand it. Read the caption / textualization - this explains what the source is about. Look for visual cues, for example circling the chains. Message: Interpret and explain the message the artist is trying to give. In the case of the visual source, you need to explain what you are seeing. This includes the literal meaning and also the symbolic meaning.

- 4.1.3 Describe in your own words how Principal Matthews expected learners at Central High School to behave. (2 x 2) (4)
- 4.1.4 How, according to information in the source, did Central High School hope to maintain their reputation as one of the leading public high schools in the US? (1 x 2) (2)

SOURCE 4B

This photo shows a section of a group of about 60 to 75 white American learners who walked out of Central High School on October 3, 1957. They were opposed to the school integration process



[Out<https://qz.com/1086340/little-rock-nines-60th-anniversary-the-signs-of-segregation-are-still-there/> Accessed 21 February 2021.]




4.2 Refer to Source 4B.

- 4.2.1 Why do you think this photo was taken? (2 x 2) (4)
- 4.2.2 Explain what led to the white American learners walk out at Central High School. (1 x 2) (2)
- 4.3 Refer to Sources 4A and 4B. Comment on the ways in which the white American learners' actions in Source 4B conflict with the content of the bulletin in Source 4A. (2 x 2) (4)

CONSOLIDATION

The Little Rock Nine became an integral part of the struggle for equal opportunity in American education when they dared to challenge the segregation of the public school by enrolling them at the pure white Central High School in 1957.



SUBJECT AND GRADE		HISTORY GRADE 12	
TOPIC 3		Civil society protests 1950s to 1970s	
PURPOSE OF LESSON		Section 5: School Desegregation: (Little Rock, Arkansas) (continued) As a form of protest OR a case study Short-term and long-term benefits	
SOURCES  		Hard copies Learners must make use of their textbook (Term 1 - Theme 3 (Civil society protests 1950s to 1970s) Use slides 24-27 of the PPT	Digital resources Refer to the relevant digital sources: https://www.youtube.com/watch?v=K1pVN111QsY https://www.youtube.com/watch?v=9MDLJuLNxMc https://www.youtube.com/watch?v=uzUTPanGNuA
INTRODUCTION		The right to equal education was granted to African-American students in 1954 by the Supreme Court of the United States, when it ruled that segregation is illegal. Unfortunately, there were many African Americans forced to go to separate and inferior schools but three years later, The Little Rock Nine dared to challenge the segregation of the public school by enrolling them at the pure white Central High School in 1957.	
INFORMAL ASSESSMENT  Read the source with understanding. Read the description / contextualizing the source; it explains what the source is about. Underline definitions / concepts such as 'reconciliation'.		SOURCE-BASED ACTIVITY 5: Complete the following activity in your workbook. KEY QUESTION: HOW DID AMERICANS RESPOND TO THE INTEGRATION OF CENTRAL HIGH SCHOOL IN LITTLE ROCK, ARKANSAS IN 1957? (FEB-MRT 2016) SOURCE 5A This source is an excerpt from an article entitled 'Fear is Portable' by Terrence J Roberts, who was one of the Little Rock Nine. It focuses on his experience in 1957 in the Mathematics (Algebra) class at Central High School.	

The Algebra class was a haven for me. The teacher, Mrs. Helen Conrad, made it clear from day one that she would not tolerate any nonsense from anyone who was opposed to my presence. She was explicit about it and the class responded accordingly.

It was also in this class where I met Robin Woods, a white learner who shared her textbook with me. Since my books and other school supplies were frequently destroyed by other learners, I often came to class without any supplies. Robin simply moved her table against mine and we shared her book, an act that made her unpopular.

Her kindness was interpreted as a disregard for the social code that forbade any contact between black learners and white learners, especially black boys and white girls.

Learners who became friends with any of our nine were branded as 'nigger lovers *' (Negro brothers) and were rejected by those who wanted to maintain the old order.

Robin did not allow this way of thinking to interfere with her choices.

[From Facing History and Ourselves Teaching Guide by Facing History and Ourselves National Foundation, Inc.]

*** Nigger: A derogatory term used to refer to black Americans**

5.1 Study Source 5A.

Study Source 5A

- 5.1.1 Quote evidence from the source that indicates that Mrs. Helen Conrad supported the integration at Central High School. (1 x 1) (1)
- 5.1.2 Name THREE things in the source to indicate that Robin Woods was different from her classmates. (3 x 1) (3)
- 5.1.3 In what way was the 'social code' at Central High School violated? (1 x 2) (2)
- 5.1.4 Using the information in the source and your own knowledge, explain why you would find this historical piece of evidence useful to a historian who discusses the experiences of the Little Rock Nine at Central High School doing research. (2 x 2) (4)

SOURCE 5B

This source is a report by Ernest Green (one of the Little Rock Nine). He outlines his experiences at the 1958 ceremony held at Central High School. Green was the first black American learner to matriculate at Central High School.

The ceremony was at the end of May. I was there for nine months and thought all I wanted to do was matriculate, to just get away from there, so that it would be impossible for white people to say that no black person ever matriculated at Central High School. ..

Martin Luther King was one of the guests at the ceremony. He spoke at Pine Bluff, Arkansas, at the black college there. He spoke to my mother and Mrs. Bates and a few other friends came to sit in the audience. I figured I just had to walk over that giant stage, which looked like a football field for so long. I kept telling myself I just shouldn't stumble, with all those cameras watching me. But I knew as soon as I got to the principal and got that diploma, I broke through a wall.

There was a lot of applause for the learners. They talked about who received scholarships, who was a top achiever, and all that stuff while their names were read out. When they read my name, there was nothing but the name, and there was a strange silence. No one clapped their hands. But I figured they didn't have to either. Because after I received my diploma, it was over. I achieved what I came for.

[From Voices of Freedom - An Oral History of the Civil Rights Movement from the 1950s through the 1980s by H Hampton and S Fayer]

5.2 Refer to Source 3D.

5.2.1 Why did Ernest Green consider the fact that he matriculated at Central High School to be of particular importance? (2 x 1) (2)

5.2.2 Comment on what Ernest Green meant by the allegation that he 'by a wall broke '? (2 x 2) (4)

5.2.3 How did people who attended the ceremony at Central High School react when Ernest Green received his diploma? (1 x 2) (2)

5.2.4 Explain, in your own words, Ernest Green's attitude after receiving his diploma. (2 x 2) (4)

5.3 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) in which you explain how Americans reacted in 1957 to the integration of Central High School in Little Rock. (8)

Consolidation


Although the Supreme Court considered the segregation unconstitutional, the governor of Arkansas refused to allow the students to attend the school. This clash between state and federal authorities led to President D. Eisenhower sending federal troops to protect the "Little Rock Nine."

These remarkable young African-American students challenged and won segregation in the South.

POWERPOINT

CIVIL SOCIETY PROTEST 1950S TO 1990S:

The American Civil Rights Movement



(Source-based question)

1

DEFINITIONS

- **Segregation:** the racial separation of all public amenities
- **Supreme Court:** the highest court in the U.S.; its function is to make sure that all state and federal laws are in line with the principles set out in the Constitution
- **Federal government:** the central national government in Washington DC
- **Civil disobedience:** Peaceful protest in which people violate laws they think are unfair or unconstitutional
- **Sheriffs:** government officials acting on behalf of the courts to make sure that federal laws are met in every state


2

THE ORIGIN AND REASONS OF THE CIVIL RIGHTS MOVEMENT IN THE USA (BACKGROUND INFORMATION ONLY)

- During the American Civil War, African-Americans were released
- New laws gave them their voting rights
- Whites in the southern states still made sure the rights of African-Americans were deprived
- Legislation took away African-Americans' voting rights
- Strict segregation laws were promulgated
- Ku Klux Klan white secret association used violence and fear to enforce the segregation laws

3


ESTABLISHMENT OF THE NAACP



- The NAACP (the National Association for the Advancement of Coloured People) was established in 1909
- They fought against segregation and discrimination
- During World War II, many African-Americans worked in war industries
- More than 1 million African-Americans have fought in the U.S. military
- After the war, African-Americans were determined to put an end to segregation

4

BROWN AGAINST THE EDUCATION COUNCIL OF TOPEKA COURT CASE



- In 1950, the NAACP challenged the public education sector in a court case
- Brown against the Education Council of Topeka
- The local school in Topeka refused that a black learner be enrolled in the white primary school
- The NCAAP referred the case to the Supreme Court
- 1954 Verdict Segregation in the public education system is illegal
- In terms of the ruling, most schools and public amenities remained segregated

5

THE ROLE, IMPACT AND INFLUENCE OF MARTIN LUTHER KING JUNIOR




- Martin Luther King was a member of the NAACP
- His involvement in the Montgomery bus boycott made him a hero
- Was in favor of non-violent protest
- He founded the SCLC (Southern Christian Leadership Conference)
- Goal: To train civil rights activists to deal with police, and media
- Brilliant public speaker speeches focus on impunity, prejudice and protest
- Philosophy: Civil disobedience (non-violent protest)
- Believed that black people and white people could live together in equality and friendship
- Many times, arrested during his campaigns
- Received Nobel Peace Prize in 1964

6

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THE INFLUENCE OF (GANDHI) AND PASSIVE RESISTANCE



- Martin Luther King's policy of non-violent resistance was influenced by the philosophy of Mahatma Gandhi
- Gandhi stayed in South Africa for 20 years
- He led non-violent protests against the discrimination of the Indian community
- After his return to India, he used non-violent resistance against the British rule too
- Gandhi's tactics: strikes, marches and refusal to obey unfair laws
- India independently acquired India in 1974

7

FORMS OF PROTEST BY CIVIL DISOBEDIENCE:



- **Beliefs and actions of the Civil Rights Movement**
- Non-violent protest by acts of civil disobedience
- Mass action through various forms of
 - peaceful resisting
 - Marches
 - Newspaper petitions
 - Sitting Strikes
 - Songs
 - Voter Registration Campaigns

8

MONTGOMERY BUS BOYCOTT 1955, SIT-PROTEST MARCHES

- 1 Dec 1955: Rosa Parks refused to give her seat to a white man
- Open challenge of the segregation laws
- She was arrested violating a segregation law
- The black community boycotted the city's bus service
- The Montgomery Improvement Association (MIA) is formed
- Martin Luther King minister of Montgomery – first president of MIA
- Boycott lasts a year
- Bus company loses 65% of its revenue
- White racists set churches on fire in the black communities
- Martin Luther King was arrested

9

SUPREME COURT RULING ON THE ROSA PARKS CASE

- Success:
- Segregation on buses is against the Constitution of the US
- Rosa Parks have inspired others to stand up for their rights

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SIT-INS AND OTHER FORMS OF PROTEST

- By the end of the 1950s, Afro-Americans were frustrated about slow change
- Black and white student supported the SNCC (Student Non-violent Co-ordinating Committee)
- 1960 SNCC students held a "sit-ins at Woolworths Greensboro" at a dinner counter in the department store—4 students refused to move until they were served
- Black student was not allowed to use the restaurant facilities
- Sit-ins spread further to other states- non-violence action resulted into insults and attacks from whites
- 70,000 student join protect action followed: "kneel-ins, read-ins", wade-ins at public pools" etc.
- Public support for desegregation increase-in Nashville and many Southern towns- desegregated public facilities accrued

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"FREEDOM RIDERS"

- Thousands of black and white people have engaged in non-violent civil disobedience
- Claim desegregation of public amenities
- Other Civil Rights activists have become "freedom riders" on interstate buses
- Hope of integration of buses and bus stations in the southern states
- Goal with freedom riders: Seek media attention to force the federal government to do more for civil rights
- Many of the freedom riders were assaulted by angry whites

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"FREEDOM SUMMER OF 1964"

- James Meredith black student is enrolled at University of Mississippi
- Upon arrival, he is attacked by thousands of white student and angry white residents
- 50,000 Army troops are sent to restore the order
- In the "Freedom Summer of 1964, black and white Civil Rights members went to Mississippi to open "Freedom Schools"
- African-Americans were encouraged to register as voters

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SUCCESS OF "FREEDOM SCHOOLS"

60,000 new black voters registered

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Success: from the Freedom riders

INTERSTATE BUS SYSTEM IS DESEGREGATED

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LINCOLN MEMORIAL MARCH: 28 AUGUST 1963



- Civil rights members held massive protest marches in the capital – Washington DC
- 250,000 protest attendees
- At the Lincoln Memorial Stone- claim total racial equality ;civil rights and job for all
- Peacefully March



SUCCESS OF THE LINCOLN MEMORIAL MARCH

Martin Luther's speech: "I have a dream"

The support for the Civil Rights Movement has grown

BIRMINGHAM CAMPAIGN


- Birmingham police and Police Chief Bull Connor were known for their racism
- They also had ties to the Ku Klux Klan
- King arranges a march in Birmingham
- Goal: To draw attention to ongoing segregation in Birmingham
- Police use violence to suppress the peaceful protest:
- Electric cattle shock sticks, dogs and fire hoses
- 1000 Protesters Are Arrested—including Martin Luther King
- Tensions remained—September 1963, four black children were killed in a church by a Ku Klux Klan—bomb

BIRMINGHAM CAMPAIGN




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SUCCESS: BIRMINGHAM CAMPAIGN




- President Kennedy ordered the protesters to be released
- Segregation is ended

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SELMA MONTGOMERY MARCHES;

- 7 March 1965, the Civil Rights Movement arranged a march in Selma, Montgomery
- Selma was known for his racist and brutal sheriff- Jim Clark
- Only 2.4% of African-Americans were registered
- Although the march was banned from Selma to Montgomery, it continued
- 600 Protesters Were Brutally Attacked by Police : Bloody Sunday
- 9 March second March planned but was banned-confronted with state troopers
- Protesters return back
- 21 March 1965 3rd march organized declared as legal –march successful

SUCCESS OF THE SELMA MONTGOMERY MARCHES



- Support for the Civil Rights Movement has grown
- African-Americans have registered in Selma
- 6 August 1965 Voting Rights Act was sign by President Johnson

SCHOOL DESEGREGATION: CASE STUDY (LITTLE ROCK, ARKANSAS)

- Despite the Supreme Court ruling in 1954, segregation was still present in the public school system of the southern states
- Central High School in Little Rock, Arkansas was one of the best schools in the south
- 1957 saw 9 black students trying to enroll
- The governor of Arkansas called up state troopers (National Guard) to prevent learners from entering school
- Outside the school, angry whites gathered and directed insults against the 9 students



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SUCCESS OF THE CIVIL RIGHTS MOVEMENT IN LITTLE ROCK



- President Eisenhower intervened
- 1000 Federal troops were sent to maintain order
- For six weeks, troops remained until tensions declined

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SHORT-TERM AND LONG-TERM GAINS.

- In 1964, the Civil Rights Act was promulgated
- Segregation and discrimination are prohibited in all facilities
- King and the SCLC urged African-Americans to register as voters
- Within 18 months, half a million black voters were on the voter's lists
- 1965: Voting Rights Act was accepted- this helped to end discrimination in the southern states
- Long-term: peaceful protest could bring meaningful change
- Was an inspiration to other parts of the world where racial discrimination occurred