

CHAPTER
21

GEOGRAPHY APPLICATION: REGION

The Brown Decision, Ten Years Later

Section 1

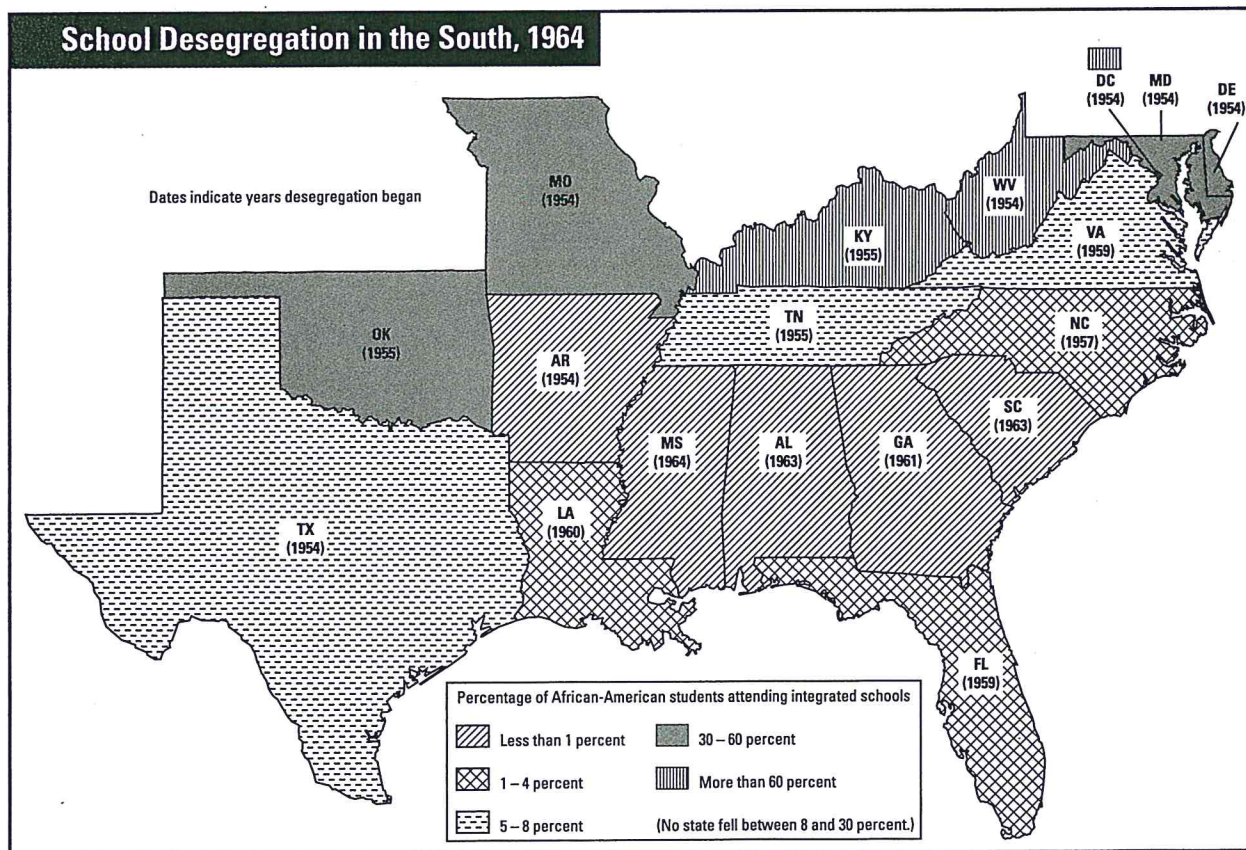
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

In 1954, the Supreme Court ruled in *Brown v. Board of Education* that to separate public-school students “solely on the basis of race” was unconstitutional. The Court had established a “separate but equal” doctrine in 1896, in its *Plessy v. Ferguson* ruling, but the 1954 decision reversed that ruling. Now, the court declared that “separate but equal” has no place in public education.

The *Brown* decision, however, did not bring public-school segregation to an immediate end. The responsibility for implementing desegregation fell to local governments—to school officials who had to keep in mind state laws and regional customs. Thus, at times, the move toward statewide compliance took place slowly, almost one school at a time. When desegregation efforts lagged, the

Supreme Court issued a second *Brown* decision in 1955, directing lower courts to admit African-American students to public schools “with all deliberate speed.” Eventually, in some areas of the South, the federal government had to step in and enforce desegregation.

Still, even ten years after *Brown*, only about 380,000 African-American elementary and secondary students in 17 Southern states and the District of Columbia—less than 11 percent of the 3.5 million students in the region—were going to schools with white students. In Alabama only 94 out of 89,000 African-American students, and in Mississippi only 58 out of 22,000 African-American students, attended integrated schools.



Interpreting Text and Visuals

1. Which states in the region shown on the map began to integrate their public schools in the year of the *Brown v. Board of Education* decision? (Do not count the District of Columbia.) _____

2. In which states did school desegregation not begin until the 1960s? _____

3. What generalization can you make about the relationship between the time a state began the desegregation process and the degree of integration of its schools in 1964? _____

Which state is a glaring exception to that trend? _____

4. In which states were 30 to 60 percent of African-American students in integrated schools? _____

5. In which states was the percentage of African-American students in integrated schools less than the region's average? _____

6. Which five of the states you listed for question 5 had percentages the farthest below the regional average? _____

How might the economic and social history of those five states have led to a resistance to desegregation? _____

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RETEACHING ACTIVITY *Taking on Segregation*

Section 1

Finding Main Ideas

The following questions deal with the beginnings of the civil rights movement. Answer them in the space provided.

1. How were the Supreme Court cases *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* related?

2. How did President Eisenhower respond to the Little Rock school crisis?

3. How did the Montgomery Bus Boycott begin? What effect did it have?

4. What was significant about the Civil Rights Act of 1957? What did it accomplish?

5. What was Martin Luther King, Jr.'s approach to battling racial injustice?

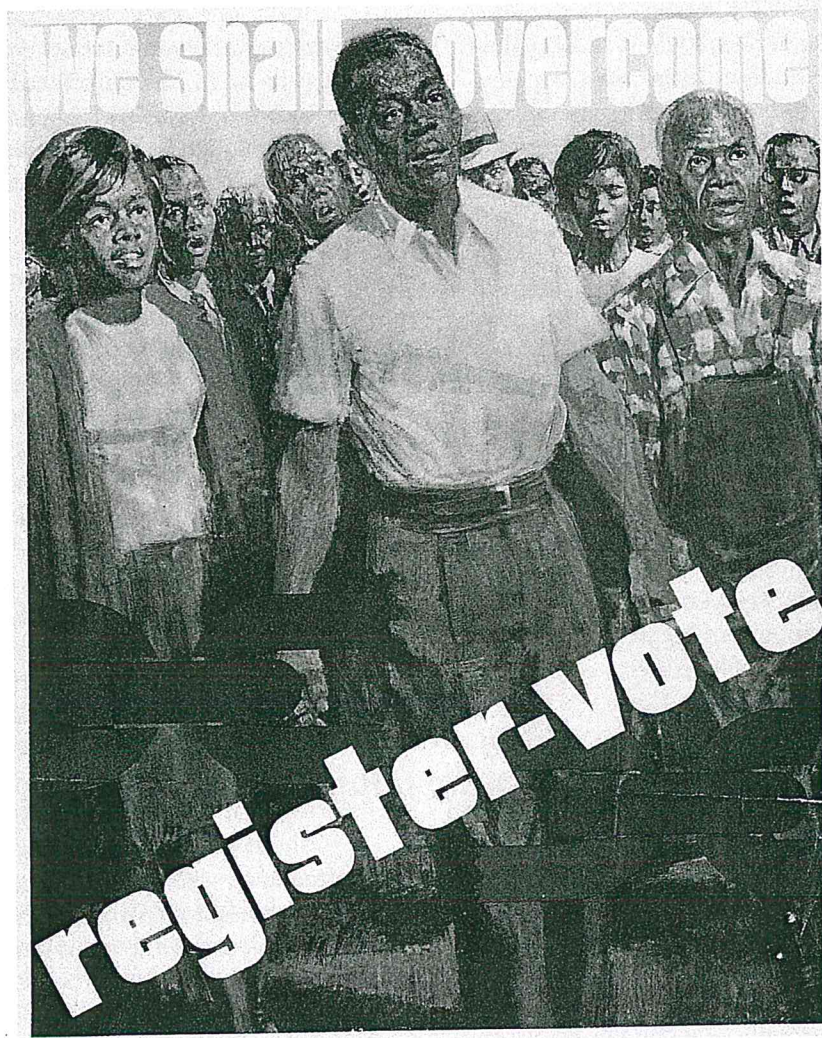
6. How did the sit-in demonstrations throughout the South reflect King's approach?

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Section 2

PRIMARY SOURCE Political Poster

During the Freedom Summer of 1964, hundreds of civil rights volunteers, both black and white, converged on Mississippi to conduct voter registration drives. This is one of their posters.



We Shall Overcome Register-Vote Poster. Schomburg Center for Research in Black Culture, Art and Artifacts Division, The New York Public Library, Astor, Lenox and Tilden Foundations.

Discussion Questions

1. What images and slogans does this poster use to persuade African Americans to register to vote?
2. Which images or slogans do you think are most persuasive?
3. If you were to design a poster for Freedom Summer, what images or slogans would you use? Take into consideration what you have learned about the project and about the opposition that civil rights activists faced.

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PRIMARY SOURCE from “I Have a Dream”
by Martin Luther King, Jr.

Section 2

On August 28, 1963, more than 250,000 people took part in a march on Washington, D.C., in support of the civil rights bill. As you read this part of the speech that Dr. King delivered that day, think about his dream and whether it has come true.

I say to you today, my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. 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 on the red hills of Georgia, sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. 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.

I have a dream today!

I have a dream that one day down in Alabama—with its vicious racists, with its Governor having his lips dripping with the words of interposition and nullification—one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low. The rough places will be plain and the crooked places will be made straight, “and the glory of the Lord shall be revealed, and all flesh shall see it together.”

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle

together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. And this will be the day. This will be the day when all of God’s children will be able to sing with new meaning, “My country ’tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrims’ pride, from every mountainside, let freedom ring.” And if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire, let freedom ring from the mighty mountains of New York; let freedom ring from the heightening Alleghenies of Pennsylvania; let freedom ring from the snow-capped Rockies of Colorado; let freedom ring from the curvaceous slopes of California. But not only that. Let freedom ring from Stone Mountain of Georgia; let freedom ring from Lookout Mountain of Tennessee; let freedom ring from every hill and molehill of Mississippi. “From every mountainside, let freedom ring.”

And when this happens, and when we allow freedom to 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 in the words of the old Negro spiritual, “Free at last. Free at last. Thank God Almighty, we are free at last.”

Discussion Questions

1. What does Dr. King mean when he says he has a dream that the nation “will live out the true meaning of its creed”?
2. What criticisms does King level at American society?
3. Do you think that King’s dream has been fulfilled? Explain your response.


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Section 3

RETEACHING ACTIVITY *Challenges and Changes
in the Movement*

Completion

Choose the best answer for each item. Write the letter of your answer in the blank.

- _____ 1. The civil rights leader who preached that blacks should separate from white society was
a. Martin Luther King, Jr.
b. James Meredith.
c. Malcolm X.
d. Fannie Lou Hamer.
- _____ 2. The Kerner Commission blamed much of the rioting that plagued Northern cities during the mid-1960s on
a. white racism.
b. television violence.
c. lax police policies.
d. militant African Americans.
- _____ 3. The Civil Rights Act of 1968 ended discrimination in
a. housing.
b. schools.
c. churches.
d. restaurants.
- _____ 4. The nation experienced the worst urban rioting in its history in the days following the assassination of
a. John F. Kennedy.
b. Robert Kennedy.
c. Malcolm X.
d. Martin Luther King, Jr..
- _____ 5. Civil Rights leaders criticized the fact that much of the money for President Johnson's War on Poverty had been redirected to help fund
a. the space program.
b. the Vietnam War.
c. medical research.
d. expressway construction.
- _____ 6. Between 1965 and 1992 the number of African Americans holding elected offices grew from less than 100 to about
a. 3,000.
b. 7,000
c. 10,000.
d. 15,000.

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BUILDING VOCABULARY *Civil Rights*

A. Matching Match the description in the second column with the term or name in the first column. Write the appropriate letter next to the word.

- | | |
|-----------------------------------|---|
| _____ 1. Civil Rights Act of 1964 | a. militant African-American political party |
| _____ 2. affirmative action | b. form of protest against segregation |
| _____ 3. Nation of Islam | c. actions sparked Montgomery bus boycott |
| _____ 4. Martin Luther King, Jr. | d. banned discrimination in public places |
| _____ 5. Black Panthers | e. tried to desegregate interstate bus travel |
| _____ 6. Rosa Parks | f. most prominent civil rights leader |
| _____ 7. freedom riders | g. members known as Black Muslims |
| _____ 8. sit-in | h. programs that seek to aid minorities |

B. Completion Select the term or name that best completes the sentence.

- | | | |
|--------------------|-------------------|-------------------|
| literacy tests | churches | James Meredith |
| schools | Warren Commission | Kerner Commission |
| Stokely Carmichael | poll tax | freedom summer |

- The effort to register African Americans in the South to vote was known as _____.
- The Voting Rights Act of 1965 eliminated the so-called _____, which had disqualified many African-American voters in the past.
- _____ was one of the most prominent voices of the Black Power movement.
- Appointed by President Johnson to study the cause of urban violence, the _____ blamed much of the problem on white racism.
- In the case *Brown v. Board of Education of Topeka*, the Supreme Court struck down segregated _____ as unconstitutional.

C. Writing Write a paragraph incorporating the following terms:

de facto segregation

de jure segregation

Civil Rights Review

Section 1:

Brown vs Board of Education of Topeka
Southern Christian Leadership Conference
Student Nonviolent Coordinating Committee (SNCC)
Sit-in

Know the Following:

Outcome of the Court Case Plessy V. Ferguson
What did Thurgood Marshall do?
Who were the Little Rock Nine?
What did Martin Luther King Jr. contribute to the movement?

Section 2:

Freedom Riders
Civil Rights Act of 1964
Freedom Summer
Voting Rights Act of 1965

Know the Following

Who did the Mississippi Freedom Democratic Party elect as its representative in the democratic national convention?

Section 3:

De facto segregation
De jure segregation
Nation of Islam
Black Power
Black Panthers
Kerner Commission
Civil Rights Act of 1968
Affirmative Action

Know the Following:

What was Malcolm X's original name? Why did he change it?
Who coined the phrase "Black Power"?
Who assassinated Martin Luther King Jr.?