

Study Guide

Chapter 16, Section 1

For use with textbook pages 740–747

THE MOVEMENT BEGINS

CONTENT VOCABULARY

separate-but-equal doctrine that said laws segregating African Americans were allowed as long as equal facilities were provided for them (page 741)

de facto segregation segregation by custom and tradition (page 741)

sit-ins form of protest in which protesters refused to leave segregated places (page 742)

DRAWING FROM EXPERIENCE

What do the words *segregation* and *integration* mean? How were they an issue in United States history? Are they an issue today?

In this section, you will learn how the civil rights movement began. You will also learn how the federal government's role in enforcing civil rights changed.

California History-Social Science Standards

11.10 Students analyze the development of federal civil rights and voting rights.

Focuses on: 11.10.2, 11.10.3, 11.10.4, 11.10.5, 11.10.6

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Several African American organizations worked to ensure civil rights for African Americans. Describe the work of each of these organizations.

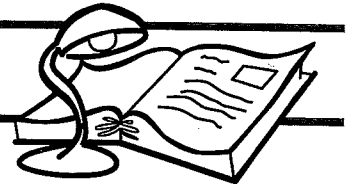
Organization	Work of Organization
NAACP	1.
CORE	2.
SCLC	3.

READ TO LEARN

- **The Origins of the Movement** (page 741)

On December 1, 1955, Rosa Parks boarded a bus in Montgomery, Alabama, on her way home from work. Buses there at that time reserved the front section for whites and the back section for African Americans. Parks took a seat right behind the white section. When she was asked to give up her seat to a white man who was standing, she refused. She was arrested. She challenged

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bus segregation in court. After her arrest, African Americans in Montgomery started a boycott of the bus system. In the next few years, boycotts and protests started across the nation. African Americans had decided it was time to demand equal rights.

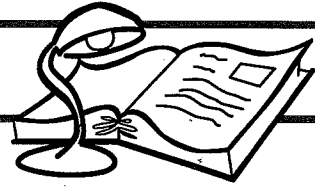
The Supreme Court's 1896 decision in *Plessy v. Ferguson* set up a **separate-but-equal** policy. Laws that segregated African Americans were allowed as long as equal facilities were provided for them. After this decision, laws segregating African Americans became common. These Jim Crow laws segregated buses, schools, and restaurants. Signs saying "Whites Only" or "Colored" appeared on entrances to many places. Jim Crow laws were common in the South, but segregation also existed in other places. Areas that did not have segregation laws, such as in many places in the North, often had **de facto segregation**, or segregation by custom and tradition.

Since 1909, the National Association for the Advancement of Colored People (NAACP) had supported court cases that had to do with overturning segregation. It was successful in some cases. In addition to these successes, African Americans began experiencing more political power. Before World War I, most African Americans lived in the South, where they were not allowed to vote. Through the Great Migration, many African Americans arrived in Northern cities, where they were allowed to vote. Northern politicians began seeking their vote and listening to their concerns. During the Great Depression, many African Americans voted for President Franklin Roosevelt. Their votes made the Democratic Party in the North stronger. Their votes also forced the Democratic Party to pay attention to civil rights.

African Americans began using their political power to demand more rights. In 1942 James Farmer and George Houser started the Congress of Racial Equality (CORE). Members of the organization began using **sit-ins**, a form of protest. They used the sit-in strategy to integrate restaurants. If the restaurants would not serve them, they sat down and refused to leave. Through sit-ins, CORE successfully integrated many restaurants and other public facilities in several Northern cities.

4. How did CORE successfully integrate many public facilities in some Northern cities?

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- **The Civil Rights Movement Begins** (page 742)

The chief counsel of the NAACP from 1939 to 1961 was African American attorney Thurgood Marshall. He focused his attention on desegregating public schools. In 1954 the Supreme Court heard cases regarding segregation in schools. One case involved Linda Brown. She was a young African American girl who was denied admission to her neighborhood school in Topeka, Kansas, because of her race. Together with the NAACP, her parents sued the Topeka school board. In May 1954, the Supreme Court ruled in the case of *Brown v. Board of Education of Topeka, Kansas*, that segregation in public schools was “inherently unequal” and unconstitutional. It also ruled that segregation violated the equal protection clause of the Fourteenth Amendment. This decision reversed the decision in *Plessy v. Ferguson*. The *Brown v. Board of Education* ruling signaled to African Americans that it was time to challenge other forms of segregation. The ruling made many white Southerners more determined to defend segregation. Many resisted the Supreme Court’s ruling and kept their schools segregated for many more years.

Academic Vocabulary
inherent: to be characteristic of something by nature or habit (p. 743)

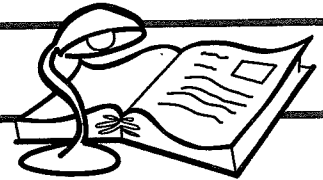
It was during the conflict over the *Brown v. Board of Education* case that Rosa Parks decided to challenge the segregation of the bus system in Montgomery. African Americans supported the decision by boycotting the buses. The boycott was a success. Several African American leaders formed the Montgomery Improvement Association to negotiate with city leaders to end segregation. They elected the young minister Martin Luther King, Jr., to lead the organization. A powerful speaker, King believed that the way to end segregation and racism was through nonviolent passive resistance. This approach was based on the philosophy of the Indian leader Mohandas Gandhi. He had used nonviolent resistance in his struggle against British rule in India. Both Gandhi and King urged followers to disobey unjust laws.

African Americans in Montgomery continued their boycott for more than a year. Rosa Parks’s lawsuit led to a Supreme Court ruling in 1956. The Court ruled that Alabama’s laws requiring segregation on buses were unconstitutional.

5. What technique did Martin Luther King, Jr., believe would be most effective in ending segregation?

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• African American Churches (page 745)

Martin Luther King, Jr., was not the only minister to take part in the Montgomery boycott. Many of the leaders were African American ministers. African American churches in Montgomery were important to the success of the boycott. The churches were used for planning and protest meetings. The churches also organized many volunteers for specific civil rights campaigns. Led by King, African American ministers set up the Southern Christian Leadership Conference (SCLC) in 1957. The organization worked to do away with segregation in American society and to encourage African Americans to register to vote. Martin Luther King, Jr., became the SCLC's first president. The organization challenged segregation of public transportation, housing, and public accommodations.

Academic Vocabulary

specific: to be referred to as belonging to a particular category (p. 745)

register: to file personal information in order to become eligible for an official event (p. 746)

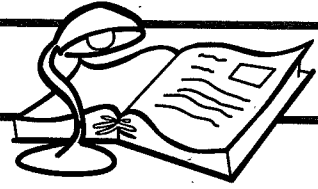
6. What did the Southern Christian Leadership Conference work toward?

• Eisenhower and Civil Rights (page 746)

Although President Eisenhower personally opposed segregation, he disagreed with those who wanted to end it through protests and court rulings. He believed that segregation should end gradually. With the nation involved in the Cold War, Eisenhower feared that challenging white Southerners on segregation would divide the nation at a time when the nation needed to pull together.

Although Eisenhower believed the Supreme Court decision in *Brown v. Board of Education* was wrong, he believed the federal government had the duty to uphold the decision. In September 1957, the Little Rock, Arkansas, school board won a court order to admit nine African American students to Central High, a school with 2,000 white students. The governor of Arkansas ordered troops from the Arkansas National Guard to prevent the African American students from entering the school. A mob of white people joined the troops to prevent the students from entering the school. Eisenhower could not allow the governor to challenge the federal government. The governor removed the National Guard troops, but he did not take action to stop the mob of whites. They came close to capturing the terrified black students. Eisenhower became impatient with the mob violence. He ordered the United States Army to send troops to Little Rock. The troops encircled the school. A few hours later, the African American students arrived in an army station wagon and walked into the school. The troops stayed at the school for the rest of the school year.

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In the same year that the Little Rock violence took place, Congress passed the Civil Rights Act of 1957. It was intended to protect the right of African Americans to vote. It was an important step in involving the federal government into the civil rights debate. The law created a civil rights division within the Department of Justice. It also created the United States Commission on Civil Rights to investigate instances in which the right to vote was denied.

7. Why did President Eisenhower send the United States Army to Little Rock, Arkansas, in 1957?
