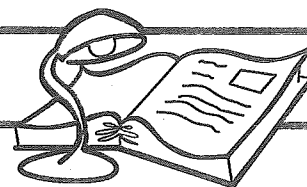


# Study Guide



## Chapter 18, Section 3

For use with textbook pages 824–831

### NEW APPROACHES TO CIVIL RIGHTS

#### CONTENT VOCABULARY

**affirmative action** a policy that called for companies and institutions doing business with the federal government to actively recruit African American employees (page 825)

**busing** the transporting of children to schools outside their neighborhoods to gain greater racial balance (page 826)

**bilingualism** the practice of teaching immigrant students in their own language while they also learned English (page 829)

#### DRAWING FROM EXPERIENCE

What methods do groups in the United States today use to urge the government to address issues that are important to them? What methods do you think are most effective? Why?

The last section discussed the achievements of the women’s movement in the United States. This section discusses the ways that minority groups sought to increase their civil rights.

#### ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. In the late 1960s and 1970s, minority groups formed organizations to increase their civil rights. Describe the work of each of the organizations listed in the diagram.

#### California History-Social Science Standards

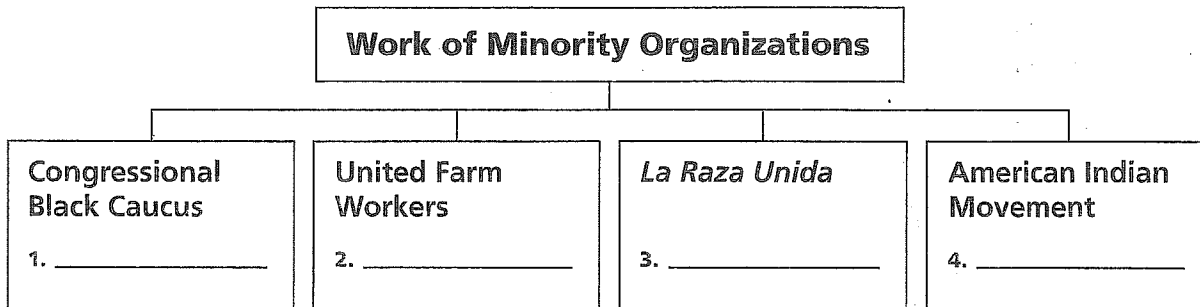
**11.6** Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

**11.9** Students analyze the U.S. foreign policy since World War II.

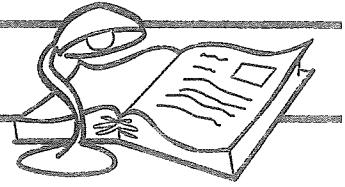
**11.10** Students analyze the development of federal civil rights and voting rights.

**11.11** Students analyze the major social problems and domestic policy issues in contemporary American society.

**Focuses on:** 11.6.5, 11.9.7, 11.10.2, 11.10.4, 11.10.5, 11.11.1



# Study Guide



## Chapter 18, Section 3 (continued)

### READ TO LEARN

#### • Fighting for Greater Opportunity (page 825)

By the late 1960s, laws banned racial discrimination. However, most African Americans saw little improvement in their daily lives. Getting good jobs and a good education was difficult. As a result, civil rights leaders began focusing on these issues. They looked to **affirmative action**. It called for companies and institutions doing business with the federal government to actively recruit African American employees. This would be enforced through federal laws and with the hope that this would lead to improved social and economic conditions for African Americans. In Atlanta, Mayor Maynard Jackson, an African American, opened bidding for the expansion of the city's airport more widely to minority companies. As a result, small and minority companies contracted 25 percent of all airport construction work.

Academic Vocabulary
<b>federal:</b> refers to a strong central government (p. 825)

Academic Vocabulary
<b>contract:</b> a binding legal document between two parties (p. 825)

Critics of affirmative action called it "reverse discrimination." In 1974 an application to the University of California Medical School by a white applicant named Allan Bakke was turned down. Bakke found out that slots had been set aside for minorities, some of whom had scored lower than Bakke on their exams. He sued the school, arguing that the school discriminated against him because of his race. In 1978 the Supreme Court ruled that the university did violate Bakke's rights. However, it also ruled that schools could use racial criteria for admission as long as they did not use fixed quotas.

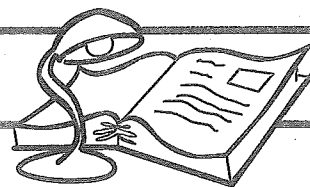
Civil rights leaders also worked for educational improvements. Even after the Supreme Court ruling in *Brown v. Board of Education of Topeka, Kansas*, many schools in the 1960s remained segregated. Since children normally went to neighborhood schools, segregation in the schools reflected the racial segregation of neighborhoods. As a result, a number of local governments started a policy known as **busing**, or transporting children to schools outside their neighborhoods to gain greater racial balance. The Supreme Court ruled that busing was constitutional. Many whites, however, opposed busing. Many took their children out of public schools. By 1976 African Americans and other minorities made up the majority of Boston's public school students.

African Americans found new political leaders. One leader was Jesse Jackson. Jackson was an activist during the civil rights movement. He continued working to improve the economic and political situation of African Americans. He founded People United to Save Humanity (PUSH). The organization's goal was to register voters, develop African American businesses, and improve educational opportunities.

African Americans gained influence in Congress. In 1971 African American members of Congress formed the Congressional Black Caucus. It was organized to better represent the legislative concerns of African Americans. It promoted African American interests in areas such as health care and economics.

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# Study Guide



## Chapter 18, Section 3 (continued)

5. What was the purpose of busing?

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### • Hispanic Americans Organize (page 828)

Hispanics in the 1960s also worked to gain greater rights. Hispanics came to the United States from different places and for different reasons. Hispanics, like other immigrant groups, experienced prejudice and a lack of access to proper housing and employment. Encouraged by the civil rights movement, they began to organize a protest movement.

Hispanics began working to win rights for farmworkers. Most Mexican American farmworkers earned little money and had few benefits. In the early 1960s, César Chávez and Dolores Huerta organized two groups that fought for the rights of farmworkers. They staged successful protests and a nationwide boycott against California grape growers. In 1966 Chávez and Huerta merged their organizations into the United Farm Workers (UFW). They continued their boycott until 1970, when the grape growers agreed to a contract to raise wages and improve working conditions.

Hispanic Americans also became more politically active. In 1969 a new political party called *La Raza Unida* was organized. The group mobilized Mexican American voters to support programs that called for job-training programs and greater access to financial institutions. Another issue that both Hispanic students and political leaders worked for was **bilingualism**. This is the practice of teaching immigrant students in their own language while they also learned English. Congress responded by passing the Bilingual Education Act in 1968. Some American voters opposed bilingual education because they believed that it made it more difficult for a child to adjust to American culture. The U.S. Supreme Court ruled in favor of bilingualism in 1974.

6. For what did César Chávez work?

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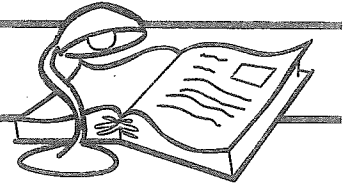
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# Study Guide



## Chapter 18, Section 3 (continued)

### • Native Americans Raise Their Voices (page 829)

Native Americans suffered many injustices. Their unemployment rate was 10 times the national rate. Unemployment was especially high on reservation lands. More than half of Native Americans lived on these lands. Life expectancy for Native Americans was about seven years below the national average. In the late 1960s and 1970s, many Native Americans began to organize to improve these conditions.

Native Americans called for better economic opportunities on reservations. Many wanted greater independence from the mainstream society in the United States. In 1968 Congress passed the Indian Civil Rights Act. The law guaranteed Native Americans on reservations the protection of the Bill of Rights. It also recognized local reservation law. Some Native Americans believed the government was not doing enough. They formed more militant groups such as the American Indian Movement (AIM). In February 1973, members of AIM occupied the town of Wounded Knee, where federal troops had killed around 150 Sioux in 1890. The AIM members demanded changes in the way the reservations were run. They also wanted the government to honor its treaty obligations to Native Americans. A clash occurred between the Native Americans and the FBI. Two Native Americans were killed and several people were wounded. The takeover ended a short time later.

<b>Academic Vocabulary</b>
<b>guarantee:</b> a statement of assurance (p. 830)

The Native American movement did have some successes. In 1975 Congress passed the Indian Self-Determination and Educational Assistance Act. The law increased funds for Native American education. It increased the role of Native Americans in administering federal programs. By working through the courts, Native Americans won a number of land and water rights that they worked for. They have also developed businesses on reservations, which are operated under the laws of the reservation.

7. What did the Indian Civil Rights Act provide?

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