**Aim: To what extent was the Civil Rights Movement and successful?**

**Topic: Civil Rights Movement**

**Task: Read the descriptions of events that follow the activity.**

 **Complete the chart below with at least two bullet points in each section followed by the Exit Ticket Question (complete in a full paragraph using at least 3 specifics from the readings.**

|  |  |  |
| --- | --- | --- |
| **Civil Rights Event** | **What were the circumstances that led to each event?** | **How did each event impact the Civil Rights Movement and its success?** |
| **Rosa Parks and Montgomery Bus Boycott** |  |  |
| **March on Washington**  |  |  |
| **Desegregating Schools (Little Rock 9)**  |  |  |
| **The Selma March** |  |  |
| **Greensboro Sit-ins** |  |  |
| **Freedom Rides** |  |  |

**Exit Ticket: How successful was the Civil Rights Movement and its strategies in achieving its goals? Explain at least one full paragraph (5-7 sentences, using T.E.A.L. with at least 3-4 specific details).**

**Write answer here:**

**Station #1 – Rosa Parks and the Montgomery Bus Boycott (1955-1956)**

Rosa Parks, a secretary of the NAACP, trained to protest segregation on the Montgomery Bus Line and on December 1, 1955, Rosa Parks (the "mother of the Civil Rights Movement") refused to give up her seat on a public bus to make room for a white passenger. Parks was arrested, tried, and convicted for disorderly conduct and violating a local law. After word of this incident reached the black community, close to 50,000 African Americans boycotted, the boycott lasted for 381 days. This dropped bus revenue by 80%. A federal court ordered Montgomery's buses desegregated in November 1956, and the boycott ended in triumph. A young Baptist minister, Martin Luther King, Jr. was president of the Montgomery Improvement Association which helped to direct the boycott. The protest made King a national figure. His appeals to Christian brotherhood and American idealism created a positive impression on people both inside and outside the South.

**Station #2 - March on Washington**

On August 28, 1963 Civil Rights March on Washington, D.C. was organized to protest for the following goals:

* "meaningful civil rights laws,
* a massive federal works program,
* full and fair employment,
* decent housing,
* the right to vote, and
* adequate integrated education."

The march was a success, although not without controversy. An estimated 200,000 to 300,000 demonstrators marched from the Washington Monument to the Lincoln Memorial where Martin Luther King, Jr. delivered his famous "[I Have a Dream](http://en.wikipedia.org/wiki/I_Have_a_Dream)" speech. While many speakers at the demonstration applauded the John F. Kennedy Administration for the efforts it had made toward obtaining new, more effective civil rights legislation protecting the right to vote and outlawing segregation, [John Lewis](http://en.wikipedia.org/wiki/John_Lewis_%28U._S._politician%29) of [**SNCC**](http://en.wikipedia.org/wiki/Student_Nonviolent_Coordinating_Committee) took the Administration to task for not doing more to protect southern blacks and civil rights workers under attack in the Deep South.

After Kennedy’s assassination (November 22, 1963), new President [Lyndon Johnson](http://en.wikipedia.org/wiki/Lyndon_Baines_Johnson) decided to use his influence in [Congress](http://en.wikipedia.org/wiki/United_States_Congress) to bring about much of Kennedy's legislative agenda including a new **Civil Rights Bill of 1964 which made an official law making segregation illegal and helped create an affirmative action program (equal opportunity for workers bill).**

**Station #3 – Desegregating Schools**

After the case of **Brown v. Board of Education** which stated that segregation and “separate but equal” is illegal, Southern blacks from elementary school to college tried to get into previously segregated schools. In Arkansas, the **“Little Rock Nine,”** nine students tried to go to Central High, and President Dwight D. Eisenhower had to send in the U.S.101st Airborne Regiment to protect the students from protestors. President Eisenhower also had to send in the National Guard at the **University of Mississippi** and the **University of Alabama** to protect black students from protestors. Although the students were admitted, many were expelled from confrontations with white students and others failed to graduate from all of the pressure placed on them from other students, administration and protestors.

**Station #4 – The Selma March**

The Selma to Montgomery Alabama marches were three marches in 1965 that marked the [political](http://en.wikipedia.org/wiki/Political) and emotional peak of the [American Civil Rights Movement](http://en.wikipedia.org/wiki/African-American_Civil_Rights_Movement_%281955%E2%80%931968%29) and voting rights movement. The Marches were done to protest unfair voting practices in Selma, Alabama and throughout the South. Despite the 14th Amendment, the white governments still used literacy tests, poll taxes and grandfather clauses, as well as terror tactics to keep very small portions of blacks voting.

On March 7, 1965 — "Bloody Sunday" — 600 [civil rights](http://en.wikipedia.org/wiki/Civil_rights) marchers were attacked by state and local [police](http://en.wikipedia.org/wiki/Police) with [clubs](http://en.wikipedia.org/wiki/Billy_club) and [tear gas](http://en.wikipedia.org/wiki/Tear_gas). The second march took place on March 9, but also didn’t make it. Finally the third march, which began on March 21 and lasted five days, made it to [Montgomery](http://en.wikipedia.org/wiki/Montgomery%2C_Alabama), 54 miles away.

The marches drastically shifted public opinion about the Civil Rights movement as a whole. The images of Alabama law enforcement beating the nonviolent protesters were shown all over the country and the world by the television networks and newspapers. The visuals of such brutality being carried out by the state of Alabama helped shift the image of the segregationist movement from one of a movement trying to preserve the social order of the South to a system of state endorsed terrorism against those non-whites. People throughout the country both white and black quickly joined the Civil Rights Movement. These actions also helped lead to Johnson pushing Congress to pass the **Voting Rights Act of 1965** to end voter discrimination.

**Station #5 – Greensboro Sit-ins**

On February 1, 1960, four students from [North Carolina Agricultural & Technical College](http://en.wikipedia.org/wiki/North_Carolina_Agricultural_and_Technical_State_University), an all-black college, sat down at the segregated lunch counter to protest Woolworth Department Stores’ policy of excluding African Americans. These protesters were encouraged to dress professionally, to sit quietly, and to occupy every other stool so that potential white sympathizers could join in. The sit-in soon inspired other sit-ins in [Richmond, Virginia](http://en.wikipedia.org/wiki/Richmond%2C_Virginia); [Nashville, Tennessee](http://en.wikipedia.org/wiki/Nashville_sit-ins); and [Atlanta, Georgia](http://en.wikipedia.org/wiki/Atlanta%2C_Georgia)

As students across the south began to "sit-in" at the lunch counters of a few of their local stores, local authority figures sometimes used brute force to physically escort the demonstrators from the lunch facilities.

By the end of 1960, the sit-ins had spread to every southern and [border state](http://en.wikipedia.org/wiki/Border_state) and even to [Nevada](http://en.wikipedia.org/wiki/Nevada), [Illinois](http://en.wikipedia.org/wiki/Illinois), and [Ohio](http://en.wikipedia.org/wiki/Ohio).

Demonstrators focused not only on lunch counters but also on parks, beaches, libraries, theaters, museums, and other public places. Upon being arrested, student demonstrators made "jail-no-bail" pledges, to call attention to their cause and to reverse the cost of protest, thereby burdening the prisons with extra prisoners to feed and take up cell space.

**Station #6 – “Freedom Rides”**

After the Supreme Court outlawed segregation and “separate but equal,” Civil Rights Activists wanted to make sure the ruling was enforced. They organized **“Freedom Rides”** throughout the Spring and Summer of 1961, where blacks and whites rode together on interstate buses, planes and then ate at “white only” restaurants all across the Southern States. The freedom riders faced mob violence wherever they went and were often arrested for trespassing. The press coverage on the rides, violence and arrests helped get great support for the Civil Rights Movement; drawing large numbers of both blacks and whites (white supporters even sat with blacks and were beaten and arrested with them). The John F. Kennedy administration condemned the rides as unpatriotic because they were embarrassing the nation, however, the Freedom Rides continued. Many large restaurant businesses and other businesses began desegregating instead of being boycotted, and the 1960’s Civil Rights Movement gained many supporters for future campaigns such as voter registration and workers rights.