EDEXCEL GCSE HISTORY - PAPER 3

THE CIVIL RIGHTS MOVEMENT, 1954-75

Name: _____

Group: _____

The Civil Rights Movement 1954-75 – Revision Checklist

	How well do I know each topic?			
3	**The Development of the Civil Rights Movement**	☹	😐	☺
4	Background			
5	Segregation and Discrimination in the 1950s			
6	The Civil Rights Movement in the 1950s			
8	The Murder of Emmett Till (1955)			
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18	Greensboro Sit-in (1960)			
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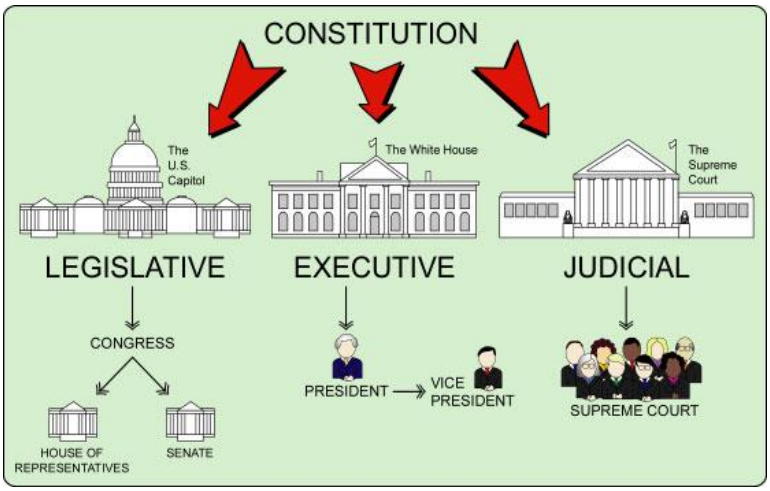
Section 1:

The Development of the Civil Rights Movement, 1954-60

The American System

The USA has a **federal** system of government. It's divided into **states** which can grant their own laws. However, each state also comes under the umbrella of the **federal government** in Washington DC, which passes **federal laws** that cover the whole country.



This system can cause problems because different states often **want different things**. States can pass their own laws, but the Supreme Court can overrule them.

The government has 3 branches which in theory balance each other out, so no one branch is too powerful. This is known as **'checks and balances'.**

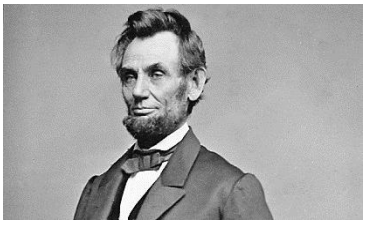
Black People in America

1600s — Africans were first brought to America as slaves. America was a British colony until it became independent in 1776.

1800s — New states were created as America expanded west. It raised the question: would these new states be free states or slave states?

1861 — The American Civil War broke out between the anti-slavery northern states and the pro-slavery southern states.

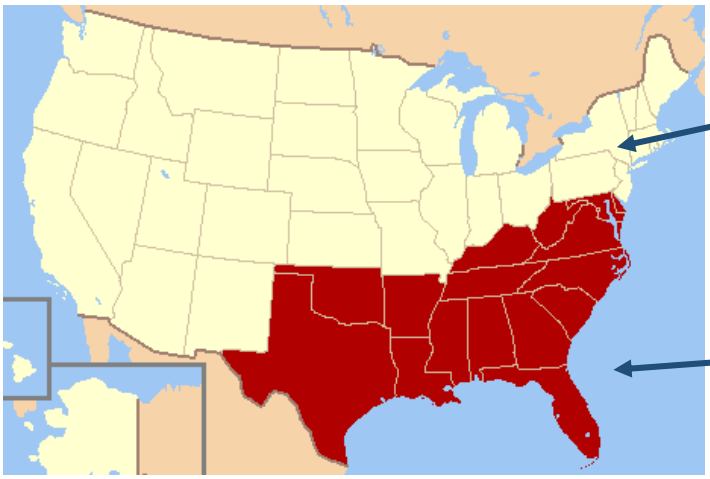
1865 — The South was defeated and President Lincoln issued the Emancipation Declaration, ending slavery. However, he was killed before he could work on peace.



Late 1800s — The next Presidents/governments either decided not to help African Americans, or were actively racist. Blacks were forced into poverty and there was increasing discrimination.

Segregation & Discrimination in the 1950s

In the 1950s, all across the USA black people faced **segregation** (being separated from whites) and **discrimination** (being treated unfairly because of their race).



In the **North**, segregation was caused by **discrimination**. Black people had the worst jobs and houses.

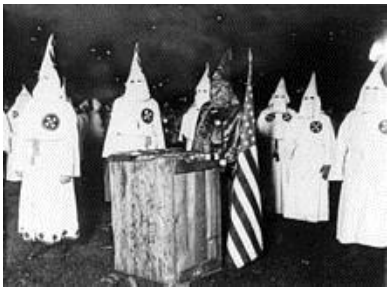
In the **South,** segregation was **enforced by law**. There were laws which said black people must have separate facilities to white people.

Segregation laws (called the **Jim Crow Laws**) worked on the theory of '***separate but equal'*** – this said that segregation was legal if the white and black facilities were equal. This principle was backed by the Supreme Court in a famous court case (***Plessy v. Ferguson***) in 1896.

All public facilities had separate sections for white people and black people. Black people could be thrown out or even arrested if they didn't stay in the 'colored' section.

Southern attitudes

Many Southern white people saw black people as **inferior** and **unintelligent**. The **Ku Klux Klan (KKK) was** a racist group who attacked non-whites. Many police officers and judges were members.



The effect of World War 2

Millions of black Americans fought in WW2 and worked in the war factories. They hoped for more equality when the war ended. It seemed ridiculous to them that America was fighting for freedom and democracy in Europe, when there was so much inequality back home.

Voting rights

White people in the South found ways to stop black people from voting in elections:

- White gangs attacked black people at voting places
- Most states had a literacy test to register to vote. Black people were given a much harder test than white people.

Write definitions of these key terms.

Segregation:

_____

_____

_____

Jim Crow Laws:

_____

_____

_____

'Separate but equal':

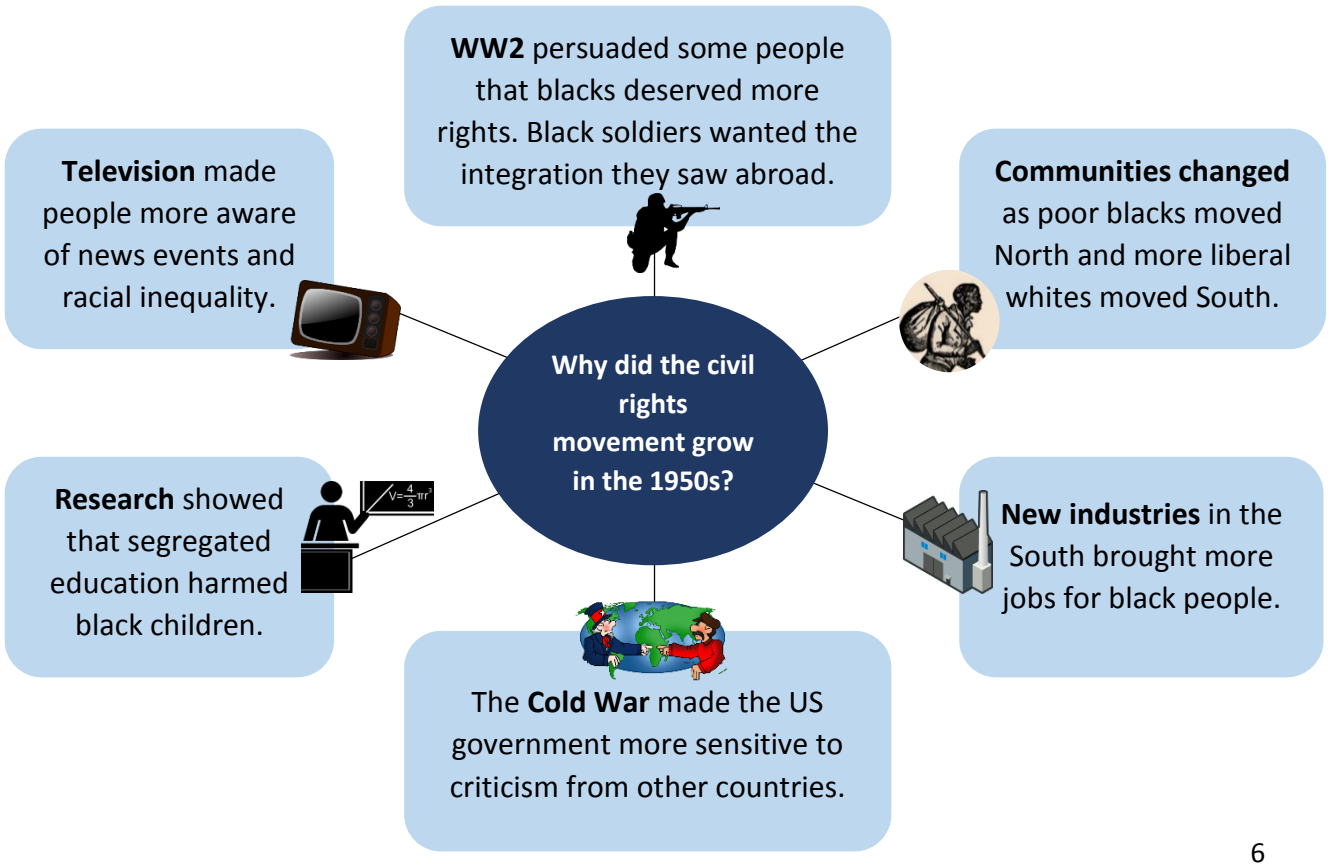
_____

_____

_____

The Civil Rights Movement in the 1950s

A **civil rights activist** is someone who campaigns for equal rights and encourages others to do the same. In the 1950s, many people were fighting for an end to segregation.



Who was fighting for civil rights?

NAACP - *National Association for the Advancement of Colored People*

The NAACP focused on fighting for civil rights in the courts.

The NAACP knew it was vital that the 1896 *Plessy v. Ferguson* ruling was overthrown. They had two ways of challenging *Plessy*:

- They showed that current facilities were not equal
- They argued that even if facilities were equal, segregation still harmed black peoples' chances in life

They won most of the court cases they fought in the 1950s. However – winning a case didn't mean it was always enforced.

CORE - *Congress of Racial Equality*

CORE focused on fighting for civil rights through non-violent protest.

They used **boycotts**, **pickets** and **sit-ins** to get **publicity** for the civil rights movement. Its members were taught not to react if they were arrested or attacked.

Although CORE was smaller than the NAACP and worked mainly in the North, its methods influenced many local groups all over the country.

Church organisations

Black church leaders were often good speakers and could organise events well.

They stressed **non-violence** (like CORE) and **forgiveness**.

Some white people liked the church organisations because they were non-violent and often willing to work with the segregated system. Others were suspicious of them because of how well organised and well supported they were. Black churches were often targets for white violence.

Others

- The **Regional Council of Negro Leadership** campaigned for black rights *within* segregation and encouraged voter registration. It held several annual civil rights rallies in the 1950s.
- **Universities** were often the sites of protests and rallies – students and academics could speak well and were more likely to be listened to.

The Murder of Emmett Till (1955)

Emmett Till was a black teenager from Chicago who was murdered in Mississippi in 1955. He was brutally beaten to death by a local shop owner after allegedly making sexual comments to his wife.

Till's murder became **famous** because his mother insisted on an open casket viewing of the body, so that everyone could see his horrific injuries. This led to huge publicity and shock.

People were even angrier when Till's murderers were cleared of all charges – they later sold their story to a magazine and admitted to the murder.

Some historians say that Till's murder started the rapid growth of the civil rights movement.

Political Opposition to Civil Rights

'Dixiecrats' were Southern Democrat politicians who strongly believed in segregation, and the rights of states to make their own laws.

Because there were so many of them in Congress, they constantly blocked any laws that would give black Americans more rights.

Many local politicians (governors, mayors etc.) also supported segregation. There were no black judges or juries. This meant that it was very difficult for black people to get fair treatment or justice.

Match these speech bubbles with the correct person.

Our priority is to overturn the *Plessy* ruling. We will concentrate on fighting for civil rights in court.

We believe in non-violence and forgiveness. We can use our influence in the community to promote our message.

We will fight segregation through non-violent protest such as boycotts and pickets. It's important not to fight back if we're attacked.

We want segregation to remain –the government shouldn't tell individual states what they can and can't do. We'll block any civil rights laws.

A CORE member

A Dixiecrat politician

A NAACP member

A black church member

Education – The Brown Case (1954)

Linda Brown was a black girl from Topeka, Kansas who had to go to a 'black' school that was much further away than the nearest 'white' one.

In 1952 the NAACP took the case to the Supreme Court. It was called *Brown v. the Board of Education*. They argued that segregated schools went against the 14th Amendment (equal citizenship rights for all).

During the case **Earl Warren** was appointed as Chief Justice (head of the Supreme Court). He did not support segregation.

What was the result of the case?

In 1954 the Supreme Court ruled that segregated education was **unconstitutional**. **They said that schools must desegregate.**

However, they didn't set a timescale for desegregation. A second case in 1955 (*Brown II*) simply gave the vague order for schools to desegregate "*with all deliberate speed*".

Why was the case significant?

- ***Brown* reversed the *Plessy* ruling**, and so sparked more legal cases for desegregation.
- The Southern 'border' states (those nearest the North) **desegregated** their schools.
- The case **increased awareness** of civil rights issues.

What limitations were there?

- Schools in the South **refused** to desegregate. Many politicians called for 'massive resistance' to the ruling.
- Some people set up **White Citizens' Councils** to fight for segregation.
- Membership of the **KKK** grew, leading to more violence against black families.
- 11 Southern states signed the **Southern Manifesto,** which rejected the Brown ruling and argued for segregation.
- There was **racism** in integrated schools, meaning black children's education often still suffered.
- Many areas only desegregated their schools **partially**, or **very slowly**.

Many black people felt they were in a worse position after *Brown*. Though they had gained a legal right, it was clearly difficult to make it work in practice.

Education – Little Rock (1957)

In **1957**, 25 black students were due to start at the newly-segregated **Little Rock High School** in Arkansas. Because of threats from white people, only 9 were willing to go - known as the '**Little Rock Nine**'.

What happened at Little Rock?

The governor of Arkansas, **Orval Faubus**, was against desegregation.

He sent in 250 **state troops** to stop the black students from going into the school. The NAACP arranged for the Little Rock Nine to arrive together the next day.

When one of the 9 (Elizabeth Eckford) accidentally turned up alone, the state troopers **refused** to protect her from the angry mob. Over 250 reporters were there and **the Little Rock Nine became famous**.

What did the government do?

Privately, **President Eisenhower** thought that enforced integration was a **bad idea**. However, the bad publicity forced him to do something:

- He forced Faubus to remove his troops, but there were riots at the school.
- Eisenhower signed a **Presidential Order** (which did not need approval from Congress) to send over 1000 troops to Little Rock. These troops were under federal (government) control, not Faubus'.
- This was so controversial that he went on TV to explain himself.

What happened next?

- The government troops **stayed** until the end of term to protect the black students.
- However, black students continued to receive threats.
- The following school year (1958-9), Faubus **closed every school** in Little Rock in order to stop integration from happening.
- Because Little Rock was publicised across the world, the government became **more concerned** about the image of the USA abroad.

The Brown Case

One of the places where segregation had the biggest impact was in education. Linda Brown was a black girl from _____ who had to travel miles each day to a 'black only' school. In 1952, the NAACP took her case to the _____ _____. They argued that segregated education made black children worse off, and was therefore _____.

The Head of the Supreme Court was _____ _____ (who was not a supporter of segregation) and in 1954 the Court ruled that all schools must be desegregated. This was a big achievement for civil rights, as it overruled the 1896 _____ ___ _____ ruling.

However, the Brown ruling did not set any timescale for desegregation. As a result, many schools in the South simply refused to desegregate or did so very slowly. Membership of the _____ grew and many white people set up _____ _____ _____ to fight for segregation. Many black people felt in a worse position because of the racism and _____ produced by the Brown ruling.

Plessy v. Ferguson	violence	KKK	Supreme Court
Kansas	unconstitutional	White Citizens' Councils	Earl Warren

Little Rock High School

A The governor of Arkansas, Orval Faubes, was strongly against desegregation. He sent in state troops to stop the 'Little Rock Nine' from entering the school.

B In 1957 nine black children tried to attend the recently desegregated Little Rock High School in Arkansas.

C The government troops stayed until the end of the term to protect the black students. However, the black student still faced racism and Faubus later closed down Little Rock's schools completely to avoid desegregating them.

D Faubus did as he was told, but there were riots at the school. President Eisenhower gave a Presidential Order to send 1000 government-controlled troops to Little Rock to keep the peace.

E Faubus' actions gained lots of bad publicity. As a result, President Eisenhower got involved. He ordered Faubus to remove his troops.

Put the events of Little Rock in the correct order.

_____

_____

Montgomery Bus Boycott (1955)

In 1955-56, a series of events led to the desegregation of buses in Montgomery, Alabama.

Rosa Parks is arrested

In December 1955 **Rosa Parks** was arrested for refusing to give up her bus seat for a white man. In response, the **Women's Political Council (WPC)** (a local group set up to tackle discrimination) organised a one-day **boycott** of the buses, hoping that it would get the bus companies to listen.

It was **very successful** - 90% of black people who usually took the bus boycotted them.

Martin Luther King is involved

A few days later, the **Montgomery Improvement Association (MIA)** was set up. **Martin Luther King** was chosen as its leader because:

- He was new in Montgomery, so had no friends or enemies
- He was a clergyman
- He was well educated
- He believed in non-violent action

Opposition to the boycott

The bus companies refused to change their policies, so the MIA continued the boycott. They arranged **car pools** so black people could still get to work.

The boycotters faced **violence** (MLK's house was even bombed) but most of them kept going. In February 1956 89 MIA members were **arrested**; King was found guilty and had to pay a $500 fine.

The arrests and violence gained the boycotters lots of sympathetic publicity.

The case goes to court

In 1956 the NAACP began a **court case *(Browder v. Gayle)*** to desegregate Montgomery's buses. The court decided that buses should be desegregated – and the decision was upheld by the Supreme Court.

The MIA **stopped the boycott in December 1956** and integrated services began.

Why was the Montgomery bus boycott successful?

Significant individuals

Martin Luther King was an excellent speaker, organiser and motivator.

Other people were important too: **Jo Ann Robinson** (president of the WPC), **E. D. Nixon** (an experienced NAACP campaigner) and **Ralph Abernathy** (a clergyman who worked with King).

Publicity

Leaflets, church services and the **local press** made sure that people knew about the boycott. **MIA meetings** kept everyone informed of what was happening.

Organisation

Existing groups (e.g. WPC) already had **good contacts**. **MIA** co-ordinated everything.

Commitment

The boycotters **kept going** despite the threats of violence and arrests.

Importance of the boycott

- It showed that civil rights campaigns could be successful if they were **well organised and publicised.**
- It brought **Martin Luther King** into the spotlight.
- It highlighted the extreme reactions (**violence, bombings** etc.) of some white people.
- It showed how **non-violent direct action** could be effective.

The boycott had achieved its aims, but threats against black campaigners and churches continued and there was no immediate further segregation (even bus stops were still segregated).

What happened after the boycott?

In **1957** the **Civil Rights Act** was passed. It allowed the government to prosecute states who interfered with people's right to vote.

The act was a step forward, but there was still opposition:

- **Dixiecrats tried their best to stop the act going through.** One politician spoke for 24 hours in Congress, so that they ran out of time to vote on the bill (a tactic called a **filibuster**).
- **Even President Eisenhower spoke against it.** He felt the act was forcing change on people.

1957 Civil Rights Act

The Southern Christian Leadership Council (SCLC)

The **SCLC** was set up in **1957** to organise church-based protest across the South. Its leaders included Martin Luther King and Ralph Abernathy.

Its key features were:

- **Protest against segregation**
- **Non-violent action**
- **Broad black and white membership**

The SCLC's first campaign focused on helping black people register to vote.

Briefly sum up how each of these people was involved in the boycott and/or the events that followed.

Rosa Parks

Martin Luther King

President Eisenhower

Section 1: Recap Questions

1. What nickname was given to the segregation laws in the Southern United States?

2. What did the principle of 'separate but equal' mean?

3. What was the Ku Klux Klan?

4. Give two reasons why the civil rights movement grew in the 1950s.

5. How did the NAACP fight for civil rights?

6. What protest methods did CORE use?

7. What happened to Emmett Till in 1955?

8. What nickname was given to the Southern Democrat politicians who supported segregation?

9. What decision did the Supreme Court make in the *Brown* case (1954)?

10. What limitations were there to the *Brown* ruling?

11. What did President Eisenhower do in response to events at Little Rock High School in 1957?

12. When did the Montgomery bus boycott begin?

13. What was the name of the court case for the desegregation of Montgomery's buses?

14. Give two reasons why the Montgomery bus boycott was successful.

15. Privately, how did President Eisenhower feel about civil rights?

Section 2:

Protest, Progress and Radicalism, 1960-75

The Greensboro Sit-in (1960)

On 1st February **1960**, 4 black students were asked to leave a segregated Woolworth's lunch counter in **Greensboro**, North Carolina. They refused and stayed seated (called a **sit-in**) until closing time.

The press reported the story and soon thousands of students were holding their own sit-ins across the state. The sit-ins were very **well-organised** and the students were **trained** not to react when attacked.

Greensboro was significant because:

- **Young people** and **white people** were inspired to join in the protest.
- Sit-ins were a **simple but effective** tactic - they were hard to ignore.
- It attracted lots of **media attention**.
- It **inspired similar protests** across the country.

A&T Students Launch 'Sit-Down' Demand For Service At Downtown Lunch Counter

Woolworth Made Target For Demonstration Here

STUDENTS BEGIN MOVEMENT: Shown are four ... here. They are, left to right, Joseph McNeil and Franklin McLain, two of the four leading in the move-ment, and Billy Smith and Clarence Henderson.

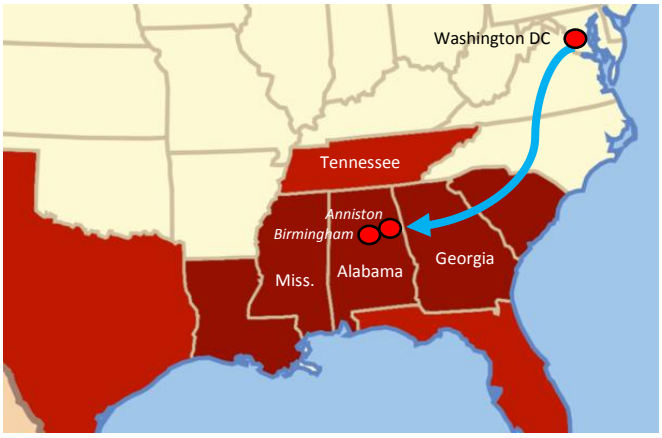
ACCEPTS PASTO...

In April 1960 the **Student Nonviolent Coordinating Committee** (**SNCC** – pronounced 'snick') was set up to plan student protests in the South. Its ideas were based on the non-violent protest tactics of CORE and the SCLC.

The Freedom Riders (1961)

In 1961, a group of CORE activists decided to ride the buses from the North to the Deep South to see if desegregation was actually happening. These **Freedom Rides** began from Washington DC in May 1961.

The buses were firebombed in Anniston, Alabama, and in the next city, Birmingham, police chief **Bull Connor** told the police to let the KKK beat the riders up.

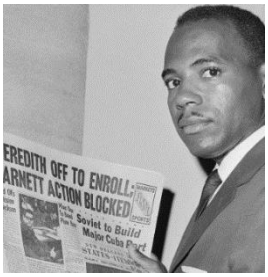


More and more people (including **SNCC**) joined in, determined not to let the racists win. There were over 60 Freedom Rides throughout the summer. Violence usually flared up when they reached cities and the Riders were often arrested for causing trouble. Over 300 went to jail in Jackson, Mississippi.

The Freedom Rides ended when the government said it would **force** disobedient states to desegregate their bus facilities in November 1961.

The James Meredith Case (1962)

In **1962**, the Supreme Court ordered the University of Mississippi to accept black student **James Meredith.** However, the state governor and several university officials physically stopped Meredith from registering.



When about 500 federal officials arrived to help Meredith they were attacked by a mob of over 3000. Violence broke out and hundreds of people were injured.

President Kennedy eventually stopped the rioting by sending in federal troops. When Meredith finally did register, troops stayed to guard him for the whole year.

Birmingham, Alabama (1963)

In 1963, SNCC, SCLC and others began **Campaign C** (for 'confrontation') in Birmingham, Alabama. The campaign included sit-ins, boycotts and peaceful marches. Many protestors were arrested and the local jails became full.

The campaigners chose Birmingham because they knew that its police chief, **Bull Connor,** was easily provoked into using violence. As predicted, Connor ordered the police to use dogs and fire hoses on the protestors.

Photos and news reports of the event made the police look bad, and people felt sympathy for the protestors.

March on Washington (28th August 1963)

After Birmingham, civil rights leaders planned a huge protest march on Washington DC, the location of Congress and the White House. Over 250,000 people (40,000 of them white) took part.

The protest was peaceful and was broadcast live on TV around the world. Martin Luther King gave his famous "I have a dream" speech.

Significance:

- It showed there was massive support for civil rights
- Black and white people protested together
- MLK's speech gained more support for the movement
- Famous people attended, e.g. Bob Dylan
- It was broadcast live around the world

Freedom Summer (1964)

The **Freedom Summer** was organised by SNCC and CORE. Volunteers went to Mississippi to work on projects in black communities - there was a strong focus on **voter registration** because 1964 was an election year. In response, the KKK burned black homes and churches and beat up many volunteers.

The Mississippi murders

In June 1964, 3 volunteers – Michael Schwerner, Andrew Goodman and James Chaney – were abducted and shot dead by the KKK. Schwerner and Goodman were white. No one was charged for the murders and the incident became a **national scandal**.

The Freedom Summer was successful in that it raised awareness of voter registration problems. However – of 17,000 black people who tried to register to vote, only 1,600 succeeded.

Selma (1965)

In 1965, groups in **Selma, Alabama,** invited Martin Luther King and the SCLC to campaign there. Selma had a large black population but only 1% of them were registered to vote.

About 600 protestors tried to march from Selma to Montgomery, but the state troopers attacked them with tear gas and electric cattle prods. **This incident – called 'Bloody Sunday' - created bad headlines for the USA.**

There were marches across the country in support of the Selma protestors, and President Johnson ordered the National Guard to escort the marchers to Montgomery (led by Martin Luther King).

There are several different civil rights groups to remember. Note down what each name stands for.

NAACP:

_____

CORE:

_____

SCLC:

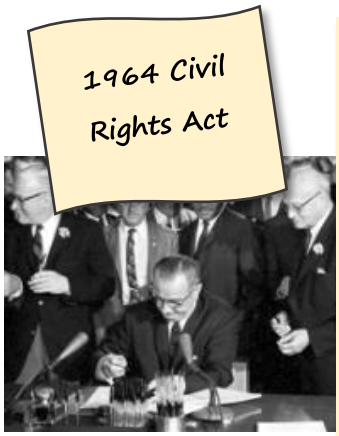
_____

SNCC:

_____

	What happened?	Consequences/significance
Greensboro Sit-ins (1960)		There was lots of media publicity in favour of the protestors. It inspired more people all across the country to take part in protests.
Freedom Riders (1961)		
James Meredith (1962)	Violence broke out when black student James Meredith tried to register at the University of Mississippi. President Kennedy had to send in troops to restore peace.	
Birmingham, Alabama (1963)		There was lots of publicity of the violence, which made the police look bad. People felt sorry for the protestors.
March on Washington (1963)		
Freedom Summer (1964)	Volunteers worked on projects in black communities in Mississippi, focusing especially on voter registration. 3 volunteers were famously murdered by the KKK.	
Selma (1965)		The violence of the state troopers made the USA look bad. President Johnson's actions showed government support for civil rights.

Key Civil Rights Laws



- **Banned segregation in public places**
- Banned discrimination in voter registration tests
- Set up an Equal Opportunities Commission to deal with job discrimination

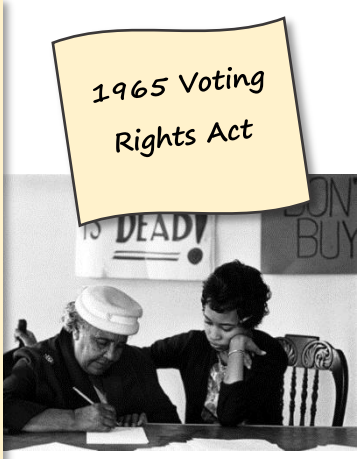
The act made big changes in theory, but it did not stop discrimination in practice.

Schools and businesses still found ways around desegregation, and many black people were too scared to report their complaints to the Equal Opportunities Commission.

- **Made it illegal to prevent certain races from voting**
- All states had to have the same voting registration requirements. Discriminatory literacy tests were banned
- In states where voter registration was below 50%, federal (government) officials were sent in to help

By the end of 1965, 79,593 voters had been registered with help from the government officials.

However, many areas still didn't want black people to vote. Black people became more and more frustrated about how much the civil rights campaign had actually improved their lives.

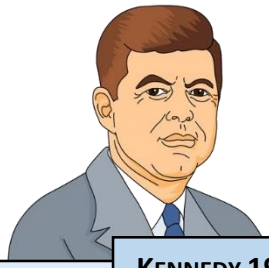


	1964 Civil Rights Act	1965 Voting Rights Act
Successes		
Limitations		

The Roles of Kennedy and Johnson

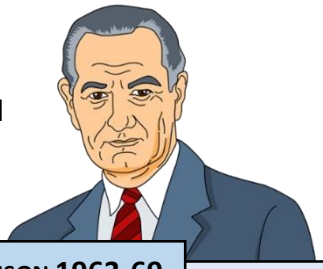
Presidents Kennedy and Johnson both supported civil rights, but at the same time they had to keep ordinary people and Dixiecrat politicians happy.

Therefore, they generally got involved in civil rights when things got out of hand.



KENNEDY 1961-63

- Appointed the first black Cabinet member (Robert Weaver)
- Pushed for civil rights law but was assassinated before it was passed (1963)
- Used executive orders to intervene, e.g. in the James Meredith incident



JOHNSON 1963-69

- Appointed first black judge (Thurgood Marshall) to the Supreme Court
- Passed the 1964 Civil Rights Act and 1965 Voting Rights Act
- Used executive orders to intervene, e.g. in Selma 1965
- Pressed Southern politicians to support civil rights laws (he was from the South himself)

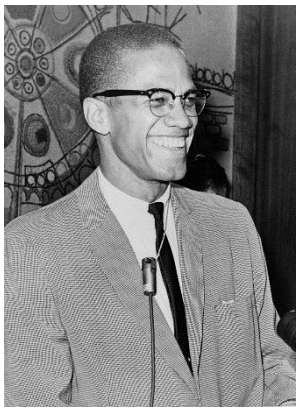
Malcolm X

Malcolm X was a campaigner who belonged to the **Nation of Islam (NOI).**

Beliefs

The Nation of Islam had very radical beliefs. They were against integration and believed that a separate state was needed for black people. Malcolm argued that non-violent action didn't work.

In 1964 Malcolm left the NOI and started his own group. His views softened and he became more willing to work with white people to achieve integration. He set up the Organisation of African American Unity and began to work with other civil rights groups.



Assassination

The NOI were angry at Malcolm for changing his beliefs. In February 1965, three NOI members shot him dead while he was making a speech in New York.

After his death, people tended to focus more on his earlier beliefs about black self-defence than his later change in attitude.

Black Power

From 1963, more and more black people were disagreeing with non-violent direct action.

'**Black Power'** was a slogan used by black groups with more radical beliefs:

- They encouraged black people to be proud of their culture
- They rejected help from white people
- They were against forced integration
- They used militant (violent) language
- They were influenced by Malcolm X

The Black Power movement grew for several reasons:

- **Slow progress**: The Civil Rights and Voting Rights Acts had not solved segregation. Non-violence seemed to have done as much as it could.
- **Continuing problems**: Discrimination continued and ghetto conditions were getting worse.
- **Pride**: Black Power taught black people to be proud of their race.
- **New protest issues**: Attention was turning away from civil rights to new issues such as Vietnam, poverty and employment.
- **Results**: Black Power groups often got results in their local areas.

Stokely Carmichael

Stokely Carmichael set up a party to represent black Americans, and he became chairman of SNCC in 1966. He had previously believed in non-violent direct action, but changed his views and began to bring more Black Power campaigners into SNCC.

The March Against Fear, 1966

The March Against Fear was a protest march through Mississippi, led by James Meredith, Martin Luther King and Stokely Carmichael. King spoke in favour of non-violence, but Carmichael's speeches were more militant.

As CORE and SNCC became more radical, they lost many of their original members.

The Mexico Olympics, 1968

At the 1968 Mexico Olympics, American athletes Tommie Smith and John Carlos gave the Black Power salute as they received their medals. This was very controversial and inspired many young people to join the movement.

The Black Panthers

The Black Panthers were one of the biggest Black Power groups. They were set up in 1966.

The Panthers believed that white police and officials did not support the black community – they wanted black officials to work for their communities. Unlike many Black Power groups, they were willing to work with white people who shared their beliefs.

The Panthers had a list of aims called their 'Ten Point Programme', and wore a black uniform.

- They patrolled the streets in black communities
- They pressured local authorities to improve facilities
- They carried guns for self-defence
- They ran courses on black history
- They ran breakfast clubs for poor black children

The Panthers helped to improve living conditions in black ghettos – however, they also provoked the police and some of their funding came from criminal activities.

Their leader Huey Newton was charged with murder in 1968. This led to a massive 'Free Huey' campaign which encouraged more people to join.

Note down the reasons why many black campaigners in the 1960s switched to the more radical ideas of the Black Power movement.

- *Non-violent tactics didn't seem to be getting anywhere.*

The Riots of 1964-7

Between 1964 and 1968 there were 329 major riots in cities across America, caused by the problems that black people faced in city ghettos. They took place in the summer, when the heat made ghetto conditions worse and tempers short.

The biggest riots were in the Watts area of Los Angeles (1965), Chicago (1966) and Detroit (1967).

Why were there riots?

Unemployment

Black people mostly had low-paid, unskilled jobs. They were twice as likely to be unemployed.

Government discrimination

City officials did little to tackle issues in black ghettos.

Police discrimination

The riots were usually sparked by a police shooting or violent arrest of a black person.

Poor education

Schools were rundown, badly equipped and poorly funded.

Poverty

Black people often lived in cramped, poor-quality and over-priced housing

Impact of the riots:

- More people joined Black Power groups
- Some white people became more against equality
- They drew attention to problems in the ghettos
- President Johnson put more money into improving ghettos
- Martin Luther King decided to campaign in the North

The Kerner Report (1968)

President Johnson set up an enquiry into the riots. The **Kerner Report** said:

- The riots were caused by poor ghetto conditions, which were the result of discrimination
- White officials should do more to solve problems in black communities
- The police often made things worse, and needed to change how they treated black people
- The riots had been exaggerated in the media.

By the mid-1960s, many black campaigners were becoming unconvinced by _____ direct action. They felt a more _____ approach was needed in the civil rights movement.

One of these people was Malcolm X. He was a member of the radical group Nation of _____, who were against forced integration. Malcolm X changed his views towards the end of his life, and began to work with white people and other civil rights groups. This led to his assassination by three NOI members in _____.

Those who believed in more violent direct action used the slogan "_____ _____". These people generally rejected help from white people, encouraged black people to be proud of their _____ and used _____ language. One of the most famous of these groups were the Black _____, who carried guns and wore black uniforms.

The discrimination and poor conditions faced by black people in _____ led to a number of city _____ in the 1960s, for instance in Watts, L.A. in 1965.

Islam	Panthers	non-violent	ghettos	radical
culture	1965	Black Power	militant	riots

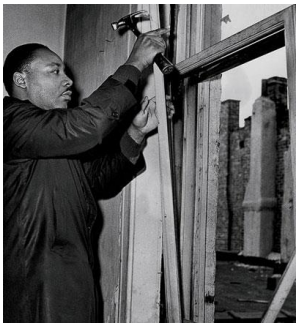
King's Campaign in the North (1966)

Following the Watts riots, Martin Luther King wanted to show that non-violent direct action could still work. In 1966 he took the SCLC to campaign in **Chicago**.

The campaigners helped tenants to fight segregated housing, and **Jesse Jackson** organised boycotts of white businesses (Operation Breadbasket). The SCLC organised marches in the city, but there were a number of problems:

- Many of Chicago's black politicians were against the campaign.
- The SCLC struggled to connect with the ghetto gangs in Chicago. Churches were not as influential in northern city communities as they were in the South.
- Riots broke out before the marches began, and King's appeals for calm were ignored.
- The publicity was not as great as expected.

Chicago's Mayor, Richard Daley, sounded supportive in discussions but did very little. When he agreed to enforce fairer housing standards, King felt his job was done and left Chicago.



King spoke of the campaign as a success - but:

- **There had been violence on both sides**
- **Daley ignored the agreement he had made about housing**

King's Assassination (1968)

Martin Luther King was shot dead in Memphis, Tennessee, on April 4th 1968. In the following weeks:

- The 'Poor People's Campaign', which he had been working on at the time of his death, went ahead. It was a failure.
- There were riots in cities across America.
- The **1968 Civil Rights Act** was passed. It included fairer housing and protection for civil rights workers.

Long-term impact

- **After King's death, white opposition increased.** He was the person who white people most related to.
- **Many black Americans became more radical**. SNCC changed its 'N' from 'non-violent' to 'national'.

Progress 1969-1975

In the late 1960s protest began to change. The **Vietnam War** became the biggest issue. Many black Americans were angry that civil rights had still not been achieved, yet they were expected to fight for America. The boxer Muhammed Ali famously refused to fight in Vietnam.

President Nixon (1969-74)

- He encouraged black people to set up their own businesses and own their own homes.
- He encouraged 'affirmative action' – choosing a black person for a job over a white person.
- He put more black people in government, e.g. James Farmer (founder of CORE)
- In 1970 the Voting Rights Act was edited to ban literacy tests altogether.
- In 1975, it was edited to include other minorities (e.g. American Indians, Hispanics).

Although progress had been made since the 1950s, equality had still not been achieved by 1975:

- Many black people still lived in ghettos
- Black people were still harassed by the police
- Most black Americans were paid less than white people
- Desegregation was not always beneficial to black people

Section 2: Recap Questions

1. Which protest organisation was set up shortly after the Greensboro sit-ins in 1960?

2. What was the aim of the Freedom Rides?

3. What did President Kennedy do in the James Meredith case?

4. Why did campaigners choose to campaign in Birmingham, Alabama, in 1963?

5. Give one reason why the 1963 March on Washington was successful.

6. What issue did the Freedom Summer focus on?

7. Which President intervened in Selma in 1965?

8. Give one limitation/weakness of the 1964 Civil Rights Act.

9. What did the 1965 Voting Rights Act do?

10. Give one reason why the Black Power movement grew in the 1960s.

11. According to the 1968 Kerner Report, what had caused the city riots in the 1960s?

12. Give one reason why Martin Luther King's 1966 campaign in Chicago was unsuccessful.

13. When was Martin Luther King assassinated?

14. Name one positive reform that President Nixon introduced for black Americans.

15. Give one way in which equality had still not been achieved by 1975.

Timeline – Civil Rights 1954-75

1896: Plessy v. Ferguson case – *made segregation legal*

1954: Brown case – *rules that schools should be desegregated*

1955: Murder of Emmett Till

1955: Rosa Parks arrested; beginning of Montgomery Bus Boycott

1957: Little Rock High School crisis

1957: SCLC founded

1957: Civil Rights Act - *allowed government to prosecute states which interfered with voting rights*

1960: Greensboro sit-in

1960: SNCC set up

1961: Kennedy becomes President

1961: Freedom Rides

1962: James Meredith case

1963: Campaign in Birmingham, Alabama

1963: March on Washington; MLK gives his "I have a dream" speech

1963: Kennedy assassinated; Johnson becomes President

1964: Freedom Summer

1964: Civil Rights Act – *banned segregation of public places*

1965: Malcolm X assassinated

1965: Campaign in Selma

1965: Voting Rights Act – *banned discrimination in voting*

1965: Riots in Watts, LA

1966: March Against Fear

1966: Black Panthers set up

1966: King's Campaign in Chicago

1968: Martin Luther King assassinated

1968: Kerner Report on riots

1968: Tommie Smith and John Carlos give Black Power Salute at Mexico Olympics

1969: Nixon becomes President