

# CIVIL RIGHTS



REACH OUT

YEAR 6



name:

class:

## Vocabulary

Boycott	The act of stopping using a company or service in protest of something they are doing.
Civil Rights	Rights that protect your ability to participate in the civil and political life of the society and state without discrimination or repression.
Civil disobedience	peacefully refusing to follow laws or commands that you feel are unfair.
Integration	Combining different groups of people.
Jim Crow	A series of laws in southern states, which discriminated against black people.
Ku Klux Klan	A group of white supremacist, who believe black people are inferior to white people.
Segregation	Separating different groups of people.
Separate but equal	the provision of different, but theoretically equal, facilities to different groups of people.
NAACP	The National Association for the Advancement of Colored People.
Nonviolence	The act of using violence under any circumstances (especially during protests).

## Important People

Dr. Martin Luther King Jr.	A national leader of the civil rights movement, assassinated in 1968.
Rosa Parks	Civil rights activist and secretary of the NAACP in Montgomery, who refused to give up her seat on segregated bus.
Lyndon B. Johnson	President (1963-1969) who passed the Civil Rights Acts of 1964 and 1968.
John F. Kennedy	President (1961-1963) who began work on the Civil Rights Act of 1965, banning segregation and discrimination.
Malcolm X	American Muslim Leader and human rights activist. Assassinated in 1965.
Jimmi Lee Jackson	Black activist killed by white state trooper during the Selma protests.
Reverend James Reeb	Black protestor killed by Ku Klux Klan members after the second Selma March.
Trayvon Martin	A black teenager killed by George Zimmerman whilst walking home from the shops.
Michael Brown	Black teenager killed by a white police officer during his arrest.

## Timeline

1861-1865	American Civil War, between United States in the north and confederate states in the south. The confederate states objection to abolishing slavery was a major reason for the war.
14 May 1954	Brown versus Board of Education ends segregation in schools based on race.
1 Dec 1955	Rosa Parks sparks the Montgomery bus boycott after refusing to give up her seat to a white man.
4 Sept 1957	The 'Little Rock Nine' students are blocked from entering a previously whites only school in Arkansas.
1 Feb 1960	Four black students in North Carolina refuse to leave a whites only counter in Woolworths restaurant. This sparks similar 'sit-ins' across the city and USA.
11 Jun 1963	Two black students are blocked from registering for University as the Governor of Alabama, George C. Wallace, blocks their entrance.
28 Aug 1963	Over 250,000 people 'March on Washington'. Dr. Martin Luther King Jr. gives his "I have a dream" speech.
2 Jul 1964	The Civil Rights Act of 1964 is signed, preventing employment discrimination.
21 Feb 1965	Malcolm X is assassinated.
7 Mar 1965	Over 500 people march from Selma, Alabama, to Montgomery. They are brutally attacked by the police.
4 Apr 1968	Martin Luther King is assassinated.
11 Apr 1968	The Civil Rights Act of 1968 is signed by President Johnson, providing equal access to housing.
15 Jul 2013	#BlackLivesMatter is used on twitter for the first time.

## Important Legal Document and Decisions

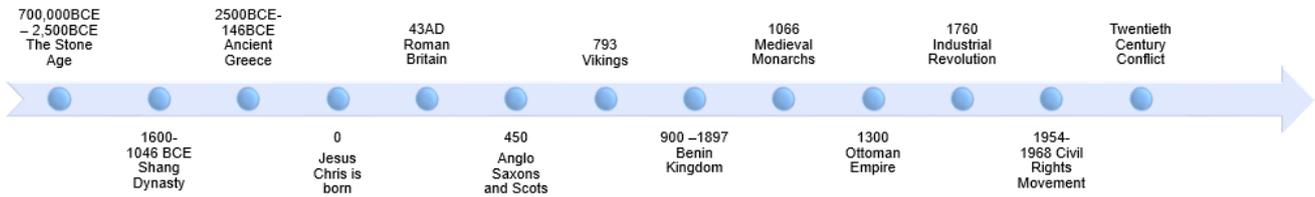
The Declaration of Independence (1776)	The document that set out the United States's independence from the rule of Great Britain. States that "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."
The United States Constitution (1789)	Fundamental laws of the United States, and the rights it guarantees its citizens. There are now 27 constitutional amendments, which set out these rights.
The Emancipation Proclamation (1863)	During the American Civil War, President Lincoln issues this declaration, writing, "that all persons held as slaves...are, and henceforward shall be free."
Plessy vs Ferguson (1896)	The ruling that separate but equal facilities could be provided by states and businesses. Allowed segregation and 'Jim Crow' laws.
Brown vs Board of Education	Oliver Brown took the school board of Topeka to court after his daughter was refused admission to a white school. The Supreme Court combined Brown's case with several others, ruling that the segregation was unfair, and that separate did not mean equal.
Civil Rights Act of 1964	A law that made discrimination illegal in public places, provided for the desegregation of schools and other public facilities, and made employment discrimination illegal.
Civil Rights Act of 1968	A second law that made it illegal to discriminate against someone when renting or buying a house or property.

Lesson Question	You will learn	Learning Review
<b>What was the United States of America like in the 1950s?</b>	<ul style="list-style-type: none"> <li>• How equal American society was in the 1950s.</li> <li>• The Age of Consensus.</li> <li>• About the middle class of America.</li> </ul>	
<b>Why did Oliver Brown take the Board of education to the Supreme Court?</b>	<ul style="list-style-type: none"> <li>• What Jim Crow Laws were.</li> <li>• What the Declaration of Independence and the Constitution of America guaranteed.</li> <li>• How schools were segregated.</li> <li>• How civil rights campaigners challenged this.</li> </ul>	
<b>Why didn't Rosa Parks give up her seat on the bus?</b>	<ul style="list-style-type: none"> <li>• About Rosa Parks' role in the NAACP</li> <li>• What nonviolent civil disobedience is.</li> <li>• What the Montgomery bus boycott was.</li> </ul>	
<b>What was Dr Martin Luther King Jr's dream?</b>	<ul style="list-style-type: none"> <li>• Who Martin Luther King Jr was.</li> <li>• About the March on Washington.</li> <li>• About Martin Luther King's famous 'I Have a Dream' Speech.</li> </ul>	
<b>Why did 3,200 people march from Selma to Montgomery?</b>	<ul style="list-style-type: none"> <li>• The ongoing discrimination following desegregation.</li> <li>• Police brutality against black protestors and activists.</li> <li>• The influence of the media on the general public.</li> </ul>	
<b>What is the Black Lives Matter Movement and why is it needed?</b>	<ul style="list-style-type: none"> <li>• The state of race relations in the USA today.</li> <li>• The causes and consequences of the Ferguson protests</li> </ul>	

# What was United States of America like in the 1950s?



## 1. How long ago was the Civil Rights Movement in America? What came before it? What came after?



## 2. Write down everything that you already know about the Civil Rights Movement

Term	Definition
<b>Diverse</b>	Showing a lot of variety or difference.
<b>Violate</b>	To break an agreement, fail to respect someone or something, or treat someone or something badly.
<b>Gender</b>	Whether you are male or female, usually as defined by society or culture.
<b>Civil rights</b>	The political and social rights of ordinary people, which ensures that they are treated equally and fairly, and protected from harm or discrimination.
<b>African-American</b>	An ethnic group of Americans whose ancestry goes back to any of the black racial groups of Africa. Sometimes called Black Americans or Afro-Americans.
<b>Consensus</b>	A general agreement about something.
<b>Capitalism</b>	A theory or system in which people are free to privately trade and make profit.
<b>Communism</b>	A theory or system in which all property is jointly owned and shared by the entire community.
<b>Economic</b>	Relating to money, and how people trade goods and services.
<b>Affluent</b>	Having lots of money, usually when talking about a group or area.

## Inequality throughout history

People are wonderfully diverse. This means that they are different in a huge number of ways. Today in England, everyone has the same rights. It doesn't matter whether you are male or female, black or white, straight or gay, you have the same rights as others. If anyone tries to treat you differently, they are breaking the law (the Equality Act 2010). This means, for example, that businesses aren't allowed to pay men and women different amounts for the same job. That would be violating (breaking) your right to be treated equally.



### 3. What does it mean to have 'rights'? What rights do you have?

It hasn't always been this way, though. Across the world, people have been treated differently for no good reason. This might be because of the colour of their skin, their gender, or their sexuality. This isn't fair for lots of reasons. Firstly, everyone is human. We are all humans and so deserve to be treated in the same way. Secondly, these parts of people's identity don't make any difference as to the sort of person that you are. You are not kinder, or cleverer, or anything else based on these parts of who you are. Lastly, people can't control these parts of their identity. You don't 'choose' to be, for instance, black or gay, and so it is not fair to treat someone differently because of that.

People have all sorts of rights. However, there is one category of rights which are all about ordinary individual citizens, and ensuring everyone can live safely and without being discriminated against. These are called 'civil rights'. They include your social and political rights. For example, it is a civil right to be able to vote (as long as you are over 18 and are not in prison).

Our rights are underpinned by our fundamental British values. These are beliefs about how the world should be, which all people living in Britain share. Lots of people living in other countries share the same values as well. They are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Throughout history lots of groups have not had the same rights. Here is a list of just some groups who have been treated unequally:

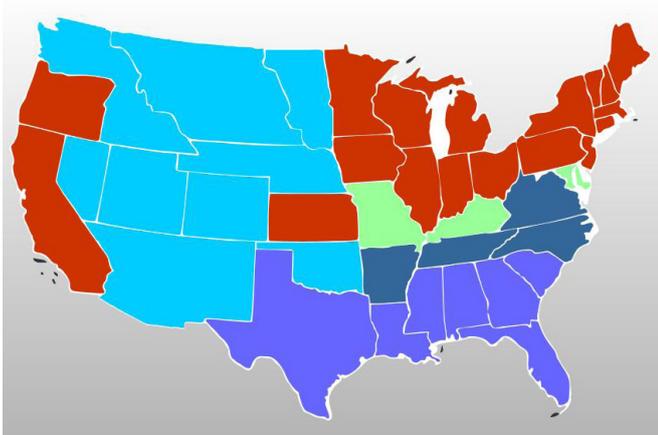
- Women were not allowed to vote in England until 1918, when some women were given the right to vote after the suffrage movement led by Millicent Fawcett and Emmeline Pankhurst.
- Mahatma Ghandi led a campaign of non-violent disobedience in India, to gain independence from British rule and political rights for Indians. India gained independence in 1947.
- South Africa's policy of apartheid in 1948 stripped all black people of their right to vote and their citizenship. It remained in place until 1994.
- Until 1967, homosexuality was against the law. This meant that lesbian, gay, bisexual and transgender people could be put in prison because of their sexuality.

Although many countries have now passed laws to ensure that all citizens have civil rights, not everyone around the world has these rights. And many of the groups have their rights violated in other ways, meaning they are still not, in reality, treated equally.

## An ongoing issue

This unit will focus on just one civil rights movement, the campaign to end discrimination against black people in America. This took place between 1954 and 1968. However, people had been trying to gain equality long before then. The American Civil War (1861-1865) was largely about abolishing slavery in the southern states, often known as the confederate states or the 'bible belt'. These states are shown in purple and blue below, and were the location of many of the events of the civil rights movement during 1954-1968.

Many people are still protesting against discrimination today. The Black Lives Matter movement, for example, highlights how black people are far more likely to be stopped by police officers and killed during arrests.



## Era of consensus

So, what did the United States of America (USA) look like in the 1950s, when the movement is usually said to have begun? This period followed the Second World War, with the USA and the Union of Socialist Soviet Republics (USSR) emerging as the two superpowers of the world. The USA believed in capitalism: people having the chance to privately trade, without the government interfering. Whereas the USSR believed in communism: where everything belongs to the whole community, with the state equally distributing that wealth.

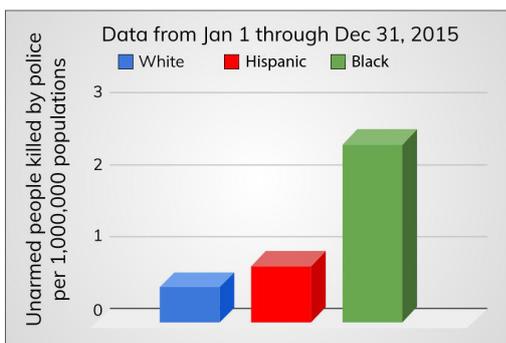
This capitalist model in the USA is often wrapped up in the idea of the 'American dream': that anyone has the chance to become very successful and wealthy as long as they work hard. People in the USA all seemed to agree that capitalism was a better political and economic model than communism. (In fact, it was very dangerous to support communism in the USA during the Cold War). Everyone also seemed to agree that all people should have the chance to be personally successful.



**3. What is the American Dream, and why did people find this idea attractive?**



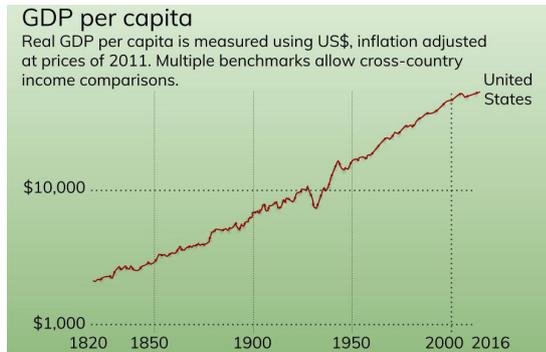
**2. What does this graph show? What has it got to do with civil rights?**



For many Americans, the 1950s were an affluent time in which lots of ordinary people became much richer. The gross national product (GDP) of the USA more than doubled – this means that twice the number of products, goods and services were sold during this time. America's economy was expanding rapidly, and lots of people had a much more comfortable life because of it.



#### 4. This graph shows the GDP of the USA. Look at the 1950s-1960s. What do you notice?



The GDP of the USA

Eric Foner, an American historian, explains that, "By 1960, an estimated 60 percent of Americans enjoyed what the government defined as a middle-class standard of living".



#### 5. What does being 'middle-class' mean? Jot the different ideas discussed

In the USA in the 1950s and 1960s, this meant that lots of people had bigger houses, a car or two, and lots of new appliances like televisions and dishwashers. These made peoples' lives easier.

The number of homes in the USA also doubled during the 1950s, which led to small towns known as 'suburbs'. These suburbs were on the edges of major cities. The suburban American life was what many people aspired to: living in a pretty home out of the city, with a white picket fence.

#### Some more equal than others

All of this affluence was not, however, distributed equally. Across the USA, there was still a policy of segregation. This meant that African-Americans and white people were separated from one another. They couldn't live in the same places, or go to the same restaurants or schools. Many jobs were not available for African Americans.

There have been many different labels and names given to describe African-Americans. Many of these are very offensive, such as 'negroes', 'boy' or 'coloreds'. Some dislike the term African-American, since it assumes African descent. More recently, the term 'people of colour' has become widely used, especially by those referring to their own racial background.

In the southern states, people were segregated by law. In northern states segregation was not the law, but happened by custom, everyone just did it.

Eric Foner, the historian mentioned before, shows that, "As late as the 1990s nearly 90 percent of suburban whites lived in communities with non-white populations less than 1 percent."



8. Look at these images of the Victorian Era. What do they tell you about what life was like for different people living at the time?



Source A



Source B



Source F



Source H



Source K



7. Use these sources and your knowledge from the text to explain what life was like in 1950s America for different people.

## Why did Oliver Brown take the Board of Education to the Supreme Court?



### Retrieval Practice

1. Why was the 1950s known as the Era of Consensus?
  - a. It was against the law to disagree about anything in America
  - b. Everyone seemed to agree about the important values of America.
  - c. Everyone had equal rights in America.
  - d. Everyone was very wealthy in America.
  
2. In the 1950s, America was a communist country.  
True / False
  
3. Jot down the different groups of people who have faced discrimination or who have been treated unequally in this box.
  
4. The suburbs of America were very racially diverse places in the 1950s.  
True / False
  
5. When did the America Civil War take place?
  - a. 1066
  - b. 1861-1865
  - c. 1681-1685
  - d. 1961-1965

Term	Definition
<b>Jim Crow</b>	A character played by white entertainer Thomas Rice, who was based on a black slave and acted in a very stupid and clumsy way.
<b>Declaration of Independence</b>	A document which set out America's independence from British rule.
<b>Doctrine</b>	A belief or set of beliefs held and taught by an organisation or group.
<b>Etiquette</b>	A code of polite behaviour which people all follow and socially enforce.
<b>Segregation</b>	The act of separating different groups, usually based on race, especially in public spaces and in the use of public facilities.
<b>Filed</b>	To ask a court to settle a dispute or disagreement about the law.

### Jim Crow

The United States of America is a single country made up of 50 states. Although the USA has a single president and federal laws that apply to the whole country, each state can also make up its own laws. In the 1950s, many southern states had what were known as the Jim Crow laws, which meant that black and white people were treated differently. The laws were named after a character played by a white entertainer called Thomas Rice, who painted his face black and acted in a very stupid and clumsy manner to make fun of black people.

The Jim Crow laws is a name given to any law which treated white and black people unequally. They were passed from 1877, following the American Civil War and lasted until the 1960s. For example, in 1890 a law called the 'Separate Car Law' was passed in Louisiana. This meant that black people weren't allowed to travel in the same carriages as white people on public transport like trains or trams.



## “all Men are created equal...”

When America became an independent country in 1776, the founding fathers wrote down their beliefs in the Declaration of Independence. It is still a very important document for Americans today. Perhaps the most famous phrase is:

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty, and the Pursuit of Happiness.

Given that Americans believed so strongly in this declaration, how could black people be treated so differently? There are lots of reasons. Firstly, not everyone agreed about all men being treated equal. Many people believed that black people were inferior to white people, so didn't deserve the same rights or opportunities. Many Christian ministers would preach that God thought that white people were the chosen ones, with black people as their servants.

The second reason can be summed up by the phrase 'separate but equal'. This was a way of treating people differently, but claiming that they still have equal rights, and was a legal doctrine following a court case known as Plessy vs Ferguson in 1896. As we will see, it was not true that people were treated equally. Black people in America had access to worse facilities, poorer quality education, fewer voting rights, less housing, less job opportunities and many, many other disadvantages.

It wasn't only laws that treated black and white people differently, there was what was known as Jim Crow etiquette. These were a list of social rules which people would enforce. Here are some examples:

- A black male could not offer his hand (to shake hands) with a white male because it implied being socially equal. A black male should never shake the hand of a white female.
- Blacks and whites were not supposed to eat together. If they did eat together, whites were to be served first, and some sort of partition was to be placed between them.
- Under no circumstance was a black male to offer to light the cigarette of a white female - that gesture implied intimacy.
- Blacks were not allowed to show public affection toward one another in public, especially kissing, because it offended whites.
- Jim Crow etiquette prescribed that blacks were introduced to whites, never whites to blacks. For example: “Mr. Peters (the white person), this is Charlie (the black person), that I spoke to you about.”
- Whites did not use courtesy titles of respect when referring to blacks, for example, Mr., Mrs., Miss., Sir, or Ma'am. Instead, blacks were called by their first names. Blacks had to use courtesy titles when referring to whites, and were not allowed to call them by their first names.
- If a black person rode in a car driven by a white person, the black person sat in the back seat, or the back of a truck.
- White motorists had the right-of-way at all intersections.

*Taken from Ferris State University's 'Jim Crow Museum', ferris.edu*



### 1. How did the Separate Car Law demonstrate the policy of 'separate but equal'?



**2. True or false? Read the following statements and circle whether they were true or false under Jim Crow etiquette.**

A married black couple could hold hands as they walked down the road. **True / False**

A black person could call a white shopkeeper Mike when they went in to get their shopping. **True / False**

If a white person was driving a car, the black person must sit in the back seat, not in the front. **True / False**

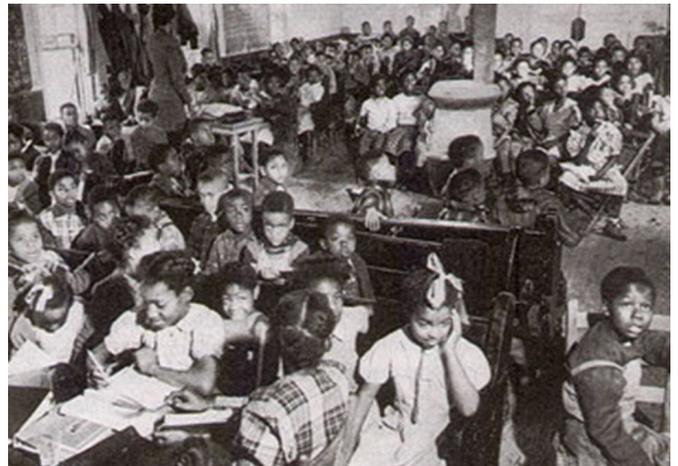
If a black person met a white person for the first time, they should shake their hand and call them "Sir". **True / False**

If both a black person and a white person were driving different cars, the black driver should always let the white person go first. **True / False**

If a white woman took out a cigarette, a black person should take out some matches to light the cigarette straight away. **True / False**

White people would always be served before black people in a restaurant. **True / False**

Schools for black children received much less money than schools for white children. These pictures give examples of the conditions of schools from the 1950s for black children and white children.



Source: [blackpast.org](http://blackpast.org)



Source: [oregonlive.com](http://oregonlive.com)

### Segregated schools

Segregation touched every part of life. For children, this was most notable in the schools that they attended. In 1896 the Supreme Court, the highest court in America, said that segregation was allowed as long as the different facilities were of the same sort of quality. In law, this became known as the 'separate but equal' doctrine. In reality, the facilities offered to black people were much worse than those given to white people.



**3. What differences do you notice between the two classrooms? What effect do you think this would have on the children attending?**

## The NAACP

In 1909 a group was formed that would become the National Association for the Advancement of Colored People, or the NAACP. Its mission was, and is, to “promote equality of rights and to eradicate caste or race prejudice among the citizens of the United States; to advance the interest of colored citizens; to secure for them impartial suffrage; and to increase their opportunities for securing justice in the courts, education for the children, employment according to their ability and complete equality before law.”

The Constitution of the United States sets out the national laws, and guarantees basic rights for all citizens. The fourteenth amendment says that all people have the right to be treated equally by the law.

The NAACP had been challenging many of the Jim Crow laws in the courts. Many members of the NAACP were lawyers or legally trained, and they filed lawsuits in many different states. In the 1950s, the NAACP turned its attention to schools. One of the cases that it filed was for Oliver Brown, whose daughter Olivia had been denied entry to an all-white school.



**4. Imagine that you are the lawyer representing Oliver Brown, whose daughter was not being let into an all-white school. What would you say to the judge? Why is it unfair?**



## Brown versus the Board of Education

The case made it all the way to the Supreme Court. The Supreme Court is the highest Court in America. It has a team of nine judges who make the biggest decisions about laws which apply in lots of different states. They also decide how the American constitution should be understood. The Supreme Court combined Oliver Brown's case with other similar cases, in what became known as Brown versus the Board of Education of Topeka (Topeka is where Brown lived).

After over a year of debates, the nine judges came to a unanimous decision. Segregation in schools went against the US Constitution, and was unfair. In their verdict the judges said:

“Segregation of white and colored children in public schools has a detrimental effect upon the colored children... We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.”

The NAACP had won the case, and the Supreme Court agreed that all children should be educated together. They recognised that separate schools were not fair. The judgement went beyond education, though, it showed that the doctrine of ‘separate but equal’ was itself unfair. This was of huge importance, and was the first major victory in the civil rights movement.



### 5. Complete this sentence:

Although the Constitution of the USA states that all citizens should be treated equally by the law \_\_\_\_\_



### Redraft your sentences to improve them.

Although the Constitution of the USA states that all citizens should be treated equally by the law \_\_\_\_\_



### 6. Now complete these sentences:

From the 1870s, America had a policy of 'separate but equal', because \_\_\_\_\_  
\_\_\_\_\_

From the 1870s, America had a policy of 'separate but equal', so \_\_\_\_\_  
\_\_\_\_\_

From the 1870s, America had a policy of 'separate but equal', but \_\_\_\_\_  
\_\_\_\_\_

## Why didn't Rosa Parks give up her seat on the bus?



### Retrieval Practice

1. What does the NAACP stand for?

N\_\_\_\_\_ A\_\_\_\_\_ for the A\_\_\_\_\_ of C\_\_\_\_\_ P\_\_\_\_\_

2. Capitalism is the theory that (tick all that apply):

- a. Only the government can tell people what job they should do.
- b. People can privately trade, but shouldn't make a profit.
- c. People should be allowed to privately trade with each other and make a profit.
- d. Everyone in society should get paid the same amount.

3. Separate but equal is a legal doctrine that said \_\_\_\_\_

4. What is the name of the highest court in America?

The \_\_\_\_\_ Court

5. Who won the case of Brown versus the Board of Education?

- a. Oliver Brown: the court said that his daughter should be allowed to attend the white school.
- b. The Board of Education: the court said that black children and white children could be educated separately.

Term	Definition
<b>Bail</b>	Money paid to a jail to let a person out whilst they wait for their trial.
<b>Non-violent civil-disobedience</b>	The act of refusing to follow certain laws or commands because you don't agree that they are fair.
<b>Circulated</b>	Passed around a large group of people.
<b>Boycott</b>	Stop using a company or service in protest of something they are doing.
<b>Bankrupt</b>	When a person or company runs out of money and is unable to pay money it owes others.
<b>Unconstitutional</b>	Acting against the Constitution of the United States (the fundamental laws of America)
<b>Unjustly</b>	To be treated unfairly.



### The story of Rosa Parks

The year is 1955, a winter evening in Montgomery, Alabama, and a seamstress has just finished her working day. She locks up the workshop and walks to the bus stop on Cleveland Avenue. The woman's name was Rosa Parks, and she was about to do something that would change America forever.

The bus arrived, and Parks paid her fare at the front of the bus, before leaving the front exit and re-entering the bus through the back door. This was where the coloreds section was, at the back of the bus. Under Jim Crow laws dating back to 1900, buses in Montgomery were segregated and black people had to sit at the back of the bus.

The bus began to fill up as it made more stops, and soon every seat was taken. When three white passengers boarded at the next stop, the bus driver, James Blake, told the passengers in the colored section to get out of their seats and make room. This was common enough – white people should always get priority to sit under Jim Crow.



#### 1. Finish this sentence:

Although black people could travel by bus in 1950 in Alabama, \_\_\_\_\_  
\_\_\_\_\_

Blake moved the sign that said 'coloreds' back a few rows. All the people who had been sitting there left their seats so that the white passengers could sit down. All except Rosa Parks. The exchange went something like this:

Blake shouted down the bus, "Y'all better make it light on yourselves and let me have those seats." Nobody moved to begin with, but Blake repeated, "Let me have those seats!"

The three other black passengers moved. Parks did not. Blake walked towards her.

"Why don't you stand?" he asked.

"I don't think I should have to," Parks replied.

"If you don't stand up, I'm gonna call the police and have you arrested,"

Parks replied simply, and calmly, "You may do that."

And that's exactly what Blake did. The police arrived and arrested Rosa Parks. They took her to the police station. They photographed her. They took her fingerprints. And then they locked her in a cell. Later that evening the President of the NAACP, Edgar Nixon, went to the police station and paid bail to have Parks released. She was later found guilty and fined \$10 for her protest.

Parks and Nixon returned home and began to make a plan to end segregation on buses once and for all. As Rosa Parks put it, "I only knew that, as I was being arrested, that it was the very last time that I would ever ride in humiliation of this kind...."

Some people have since said that Rosa Parks didn't get out of her seat because she was exhausted after a long day at work, but Parks herself explained that was wrong:

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

Rosa Parks, 1992



2. Why did Rosa Parks correct people who thought that she was just tired? What difference does this make to what she did?

## The Montgomery Bus Boycott

Rosa Park's refusal to stand up for a white passenger was an example of non-violent civil disobedience at an unjust law. It was a similar tactic to those used by Mahatma Gandhi against British rule in India decades before. Parks had been an activist for civil rights for many years before this protest, and was also the secretary of the Montgomery chapter of the NAACP.

Following her arrest, the Women's Political Council printed a leaflet and circulated it to the black community across Montgomery. It asked people not to ride the buses. In the black churches, the message was given again: stay off the buses. Black taxi drivers offered to take people where they were going for ten cents, the same price of a bus journey.



*Dr Martin Luther King Jr and Rosa Parks*

Dr Martin Luther King Jr, a pastor and fellow member of the Montgomery NAACP, gave a speech telling everyone to continue to boycott the buses. In response, his house was attacked with firebombs. When people came to his house with weapons to fight back, he told them:

If you have weapons, take them home; if you do not have them, please do not seek to get them. We cannot solve this problem through retaliatory violence. We must meet violence with nonviolence.

Martin Luther King, 1955



### 3. Why do you think the practice of nonviolence was so important for Parks and King Jr in the fight for civil rights?

Martin Luther King and other leaders were fined \$500 for supporting the protest and sent to jail. People around the country began to take notice, and the boycott gained huge national media attention.

The Montgomery bus boycott lasted over a year. Since most of the people who used the bus service were black people, the bus companies lost most of their income and started to go bankrupt. Black leaders also challenged the laws in court, and the Supreme Court found that segregation on buses was unconstitutional and illegal.



**4. Think back to the last lesson. Which amendment to the constitution would be used to show that segregation on buses was illegal?**

- a. The first amendment
- b. The fourth amendment
- c. The fourteenth amendment
- d. The fortieth amendment

The city passed a law saying that bus companies had to de-segregate seating on buses, and that black people could sit wherever they liked. Rosa Parks bravely had paid off, and another civil right was won for black people in America.

Rosa Parks continued her activism for many decades, winning civil rights and defending those being treated unjustly by the law. In 1996 she was awarded the Presidential Medal of Freedom, and then in 1999, she was given the Congressional Gold Medal, the highest honour for a civilian in America. On the medal were written the words "Mother of the Modern Day Civil Rights Movement".

Parks died in 2005 aged 92 from natural causes. On the day of her funeral, the city of Montgomery ordered all of the front seats of their buses to be kept empty, with a black ribbon tied on them in honour of her.



*President Bill Clinton giving Rosa Parks the Presidential Medal of Freedom*



**5. Jot down the story of Rosa Parks in six sentences, and then use these to retell the story to your partner in greater detail.**

## What was Martin Luther King's Dream?



### Retrieval Practice

1. Rosa Parks didn't give up her seat on the bus because she was tired after a hard day at work.

True / False

2. Which amendment in the United States Constitution guaranteed equal rights for all people?

a. The first amendment

b. The fifth amendment

c. The fourteenth amendment

d. The fortieth amendment

3. In the 1950s, most black and white children attended the same schools.

True / False

4. The laws and etiquette that treated black people differently were known as

J\_\_\_\_\_ C\_\_\_\_\_

5. Name one award that Rosa Parks in recognition of her civil rights work:

Term	Definition
<b>Emancipation Proclamation</b>	The document written by President Abraham Lincoln during the Civil War stating all slaves should be freed.
<b>Manacles</b>	Metal bands used to trap someone, connect by chains
<b>Prosperity</b>	Being wealthy and successful.
<b>Languishing</b>	To fail to make progress or be successful.
<b>Exile</b>	When you are sent away and banned from your community
<b>Promissory</b>	Carrying or implying a promise
<b>Unalienable</b>	Something that cannot be taken away from someone
<b>Gradualism</b>	A slow, gradual reform, instead of a sudden change or revolution
<b>Threshold</b>	The entrance to a building or place
<b>Lodging</b>	A place to sleep and stay temporarily.
<b>Redemptive</b>	Act of saving someone from evil or suffering.
<b>Interposition</b>	The act of placing something between people.
<b>Nullification</b>	Making someone mean nothing, especially from a legal perspective

### Dr. Martin Luther King Jr.

By 1963, Dr Martin Luther King Jr had become one of the national leaders in the civil rights movement. He played a pivotal role in the Montgomery Bus Boycott covered last lesson. As a Baptist minister, he organised and led the Southern Christian Leadership Conference, becoming their first president in 1957. In 1963, King helped to organise a huge March on Washington for Jobs and Freedom.

The purpose of the march was to show support and maintain pressure on President John F Kennedy, who had promised more civil rights laws. It was at the end of this march that King gave his historic “I have a dream” speech, which is perhaps the most famous speech of all time.

King continued to lead the Civil Rights Movement following his “I have a Dream” Speech. In 1964 he was awarded the Nobel Peace Prize. The FBI secretly listed him as an enemy of America and “the most dangerous and effective Negro leader in the country”. They spread rumours that he was a communist, and tapped his phone calls to spy on him. In 1968, Martin Luther King was assassinated by James Earl Ray, who shot him with a rifle.

What follows is a slightly shorter version of King’s famous speech, which was delivered to 250,000 people at the Lincoln Memorial in Washington DC, the capital of America.

## I Have a Dream (abridged)

By Martin Luther King, 1963

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.



Over 250,000 people marched to the capital and heard Martin Luther King's speech



During the American Civil War, President Abraham Lincoln signed the Emancipation Proclamation, freeing all slaves.

This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied, as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only". We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.



I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

I say to you today, my friends, so 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 the 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, every hill and mountain shall be made low, the rough places will be made 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.

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 snowcapped 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, 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!"



1. Read the speech again with your partner, taking it in turns with each paragraph.



2. Martin Luther King mentions three key American documents: The Emancipation Proclamation, the Declaration of Independence and the Constitution of the United States. Why do you think he does this?



3. Which words or phrases does Martin Luther King repeat throughout the speech. Why do you think that he does this?



3. Which words or phrases does Martin Luther King repeat throughout the speech. Why do you think that he does this?



## Retrieval Practice

1. When was Martin Luther King assassinated?
  - a. 1955
  - b. 1963
  - c. 1964
  - d. 1968
2. Which legal case ruled that 'separate but equal' was unfair and unconstitutional?  
\_\_\_\_\_ versus \_\_\_\_\_
3. Where was the I Have a Dream Speech delivered?
  - a. At the Lincoln Memorial, Washington DC.
  - b. In Selma, Alabama.
  - c. In Montgomery, Alabama.
  - d. At the White House
4. What is the name of the civil rights organisation led by Martin Luther King Jr?  
S\_\_\_\_\_ C\_\_\_\_\_ L\_\_\_\_\_ C\_\_\_\_\_
5. Which document has the following statement?  
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."
  - a. The Declaration of Independence
  - b. The Constitution of the United States
  - c. The Emancipation Proclamation

Term	Definition
<b>Congress</b>	The section of US government that makes and approves laws.
<b>State Trooper</b>	Police officers who have authority across a whole state.
<b>Deputised</b>	To temporarily make someone a police officer.
<b>Condolences</b>	An expression of sympathy, especially after someone has died.
<b>National Guard</b>	Reserve soldiers who train part time, and can be called up to help with conflicts or natural disasters within America.

### The Civil Rights Act 1964

Thanks to the activism and protest of many men and women, a law was passed in America called the Civil Rights Act 1964. It was first proposed by John F Kennedy who became president in 1961. To begin with, Kennedy delayed making any laws about civil rights. There were many politicians in America who fiercely opposed desegregation, especially in the South. However, there were more and more protests across the country, and the police were often using brutal violence to attack the protestors.

After many attempts by Congress to stop the law, The Civil Rights Act eventually signed in 1964 by Lyndon B Johnson, who had become President after Kennedy was assassinated in 1963. Racial discrimination and segregation was now illegal across the United States.



#### 1. How much had America changed through the 1950s and 1960s?

However, many black people did not, in reality, gain the rights that were promised to them. An example of this is the right to vote. Although black people could no longer be banned from voting, officials created 'literacy tests' to give to black people, and then refused the right to vote if they got a single question wrong.



1. Look at this example of the Louisiana Literacy Test. People taking it had 10 minutes for 30 questions, or 20 seconds per questions. What does this source show you about attitudes towards the Civil Rights Act 1964?

#### The State of Louisiana

Literacy Test (This test is to be given to anyone who cannot prove a fifth grade education.)

Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.
7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.  
Z V S B D M K I T P H C
9. Draw a line through the two letters below that come last in the alphabet.  
Z V B D M K T P H S Y C
10. In the first circle below write the last letter of the first word beginning with "L".  
1 2 3 4 5
11. Cross out the number necessary, when making the number below one million.  
1000000000
12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.  
1 2 3 4 5
13. In the line below cross out each number that is more than 20 but less than 30.  
31 16 48 29 53 47 22 37 98 26 20 25

14. Draw a line under the first letter after "h" and draw a line through the second letter after "j".

a b c d e f g h i j k l m n o p q

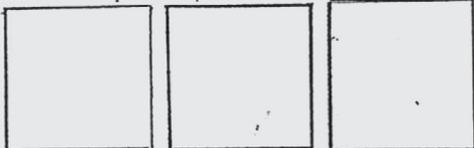
15. In the space below, write the word "noise" backwards and place a dot over what would be its second letter should it have been written forward.
16. Draw a triangle with a blackened circle that overlaps only its left corner.
17. Look at the line of numbers below, and place on the blank, the number that should come next.  
2 4 8 16 \_\_\_\_
18. Look at the line of numbers below, and place on the blank, the number that should come next.  
3 6 9 \_\_\_\_ 15
19. Draw in the space below, a square with a triangle in it, and within that same triangle draw a circle with a black dot in it.
20. Spell backwards, forwards.
21. Print the word vote upside down, but in the correct order.
22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and circle around the last the in the second line of this sentence.
23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.

24. Print a word that looks the same whether it is printed frontwards or backwards.

25. Write down on the line provided, what you read in the triangle below:



26. In the third square below, write the second letter of the fourth word.



27. Write right from the left to the right as you see it spelled here.
28. Divide a vertical line in two equal parts by bisecting it with a curved horizontal line that is only straight at its spot bisection of the vertical.
29. Write every other word in this first line and print every third word in same line, (original type smaller and first line ended at comma) but capitalize the fifth word that you write.
30. Draw five circles that one common inter-locking part.

## Jimmy Lee Jackson

People continued to protest at these unfair tests and inequality. In February 1965, a peaceful march was organised in Selma, Alabama. The police met the protestors in the street, and beat them with clubs. Journalists had their cameras smashed by police and were also beaten.

One protestor, Jimmy Lee Jackson, ran away and hid in a café, but was followed by a state trooper called James Fowler. Jackson was with his mother Viola, and 82 year old grandfather, Cager Lee. When he spotted them, Fowler began to beat Cager Lee and Viola. When Jimmy Lee Jackson tried to intervene and protect his mother, the state trooper shot drew his pistol and shot him twice. Jimmy Lee Jackson died eight days later in hospital.

## Bloody Sunday

In response to Jackson's murder, along with the inequality in voting rights, a march was organised from Selma to Montgomery, the capital of Alabama. On 7th March 1965, around 500 civil rights marchers left the county of Selma and arrived at Edmund Pettus Bridge, which marked the boundary between Selma and Montgomery.



Waiting on the other side was County Sheriff Jim Clark, who had allowed any white male to become deputised as a state trooper. Then, in front of television cameras which would later broadcast the events across the country, the state troopers began to beat the protesters with billy clubs. They fired tear gas into the crowd and attacked the marchers from horseback.



In all, seventeen people were beaten so severely they were hospitalised. Over 50 people were injured. Amelia Boyton, who had helped organise the march, was beaten unconscious. The event became known as Bloody Sunday.

## Turnaround Tuesday

A second march was organised for the following Tuesday which was led by Martin Luther King. However, a judge had banned protestors from marching in Montgomery, so when they arrived at the bridge, King ordered everyone to turnaround. He had secretly agreed this with a representative of the President, who in exchange promised that the police would not attack them. However, that night three black church ministers were beaten with clubs by four members of the racist group the Ku Klux Klan. One of the men, Reverend James Reeb, died from his injuries a few days later. President Lyndon B Johnson called Reeb's family to give his condolences, and demanded that a new law on voting rights should be passed.



2. What were the causes of the Selma to Montgomery march?



3. Martin Luther King's decision to turn around on the second march upset some of his supporters. Why do you think this is? Do you think he did the right thing?

On 17th March 1965, a federal judge ruled that the protestors should be able to march from Selma to Montgomery. A third march began with 3,200 people, protected by the National Guard by order of the President. The protestors walked 12 miles a day for 5 days, and slept in fields overnight. By the end of the march, when they arrived at the state capitol building in Montgomery, there were over 25,000 marchers. It was watched by people across the country and the world.

In August, President Johnson passed the new Voting Rights Act. He gave a speech which included the following message to Congress and the American people:

Even if we pass this bill, the battle will not be over. What happened in Selma is part of a far larger movement which reaches into every section and state of America. It is the effort of American Negroes to secure for themselves the full blessings of American life. Their cause must be our cause, too, because it is not just Negroes but really it is all of us who must overcome the crippling legacy of bigotry and injustice. And we shall overcome.

President Lyndon B Johnson, 1965



**4. How did the events at Selma change the minds of ordinary Americans, and of President Lyndon B Johnson?**

## What is the Black Lives Matter movement, and why is it needed?



### Retrieval Practice

1. Which President signed the Civil Rights Acts of 1964 and 1968?
  - a. John F Kennedy
  - b. Abraham Lincoln
  - c. Barak Obama
  - d. Lyndon B Johnson
2. Following the death of Jimmy Lee Jackson, where did protestors plan a march?  
From S\_\_\_\_\_ to M\_\_\_\_\_
3. Rosa Parks held which position in her local NAACP chapter?
  - a. President
  - b. Secretary
  - c. Seamstress
  - d. Treasurer
4. What was Bloody Sunday and why did it have that name?
5. Name three important US legal documents that you have learnt about:

Term	Definition
<b>Custody</b>	Temporarily put in jail after being arrested, before either criminal charges are brought against the person or they are let free.
<b>Gated community</b>	A community surrounded by a wall, or fence, meaning only the people who live there can enter and exit through a gate.
<b>Chapters</b>	A more local branch or group of a bigger organisation.
<b>Acquitted</b>	To free someone from a criminal charge, finding them not guilty.

## Introduction

The Civil Rights movement in America is usually understood to have ended in 1968, when another Civil Rights Act law was passed, guaranteeing equal opportunity to housing. However, attitudes did not change overnight in the US, and African-Americans regularly faced discrimination. This discrimination continues today, and has led to the Black Lives Matter movement.



**1. Why do you think that discrimination did not end in America after the Civil Rights Acts of the 1960s? How are things different now compared to then?**

## How did 'Black Lives Matter' begin?

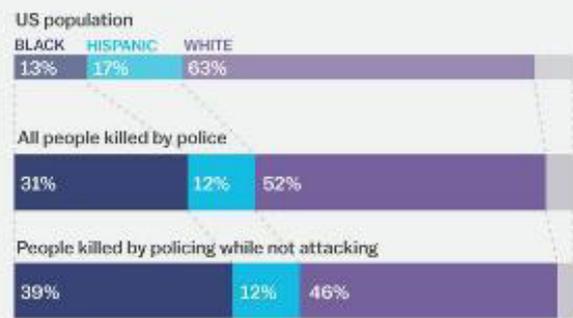
The Black Lives Matter movement started out as a hashtag on social media in 2013, in response to police brutality against black people, which often led to them being beaten or killed during arrests.

The following graphs show the percentage of people killed by police broken down by race.



## 2. What do these graphs tell us?

### Police kill a disproportionate number of black people

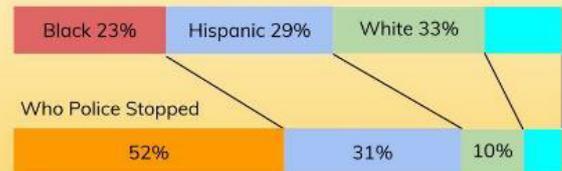


Data from the FBI's 2012 Supplementary Homicide Report

### Police "stopped and frisked" blacks disproportionately

Of the 4.4 million New York City stops between January 2004 and June 2012

New York City Demographics 2010



Police Found Weapons or Contraband in

1% of Stops of Black

and 1.4% of Stops of White

It is not only that black people are more likely to be stopped by police, and are more likely to be killed during arrests or whilst in custody. They are also much more likely to be convicted of crimes, which the following graph shows.

This data was well known, but in 2013 an incident in Florida launched the use of the #blacklivesmatter on social media.

Trayvon Martin, an African-American high school student, was visiting his father at his home in a gated community. Whilst walking back from the shops, Martin was approached by George Zimmerman, a neighbourhood watch coordinator. Nobody knows exactly what happened next, but shortly after confronting him, Zimmerman took out a handgun and shot and killed Trayvon Martin. When the police arrived, Zimmerman had a bloody nose and claimed that he was attacked by Martin and was acting in self-defence. Eye witnesses gave different accounts of what happened.

Under a controversial law known as 'stand your ground', people in Florida are allowed to use lethal force if they feel that their life is threatened. Zimmerman was charged with the murder of Trayvon Martin, but was acquitted (found innocent) in court.

 **4. People should be able to carry a gun and shoot someone if they think their life is in danger. Do you agree?**

Following the court's decision, community organiser Alicia Garza wrote a blog post called "A Love Note to Black People." Which included the phrase "Our lives Matter. Black Lives Matter." Two other activists, Patrisse Cullors and Opal Tometi added the #blacklivesmatter and shared the post on social media. By 2018 the hashtag had been used more than 30 million times on twitter.



 **3. Which of the following statements are true?**

In Florida:	
People are allowed to walk around with a gun, as long as they have a licence.	True / False
Black people are not allowed inside gated communities.	True / False
People can shoot someone if they feel like their life is in danger.	True / False
People can shoot someone if they think they look suspicious.	True / False

Black lives matter is described as a movement, or a campaign, or a network. People all over the United States (and internationally) organise protests and activities to support Black Lives Matter. There is no formal leadership, because the creators wanted the organisation to be 'member-led'. The mission of Black Lives Matter is to "build local power and to intervene in violence inflicted on Black communities by the state and vigilantes". The different groups are often called 'chapters' and vary in their activities.

### Ferguson Protests

The first Black Lives Matter moved from online activism to real-life protest following to death of a black teenager in Ferguson, Missouri. Michael Brown, an eighteen year old African-American man was shot and killed by a police officer in August 2014. The details of what happened are disputed. The police officer claims that Brown punched him and tried to grab his gun. Brown ran away, and Wilson followed, then shot him six times, including twice in the head.

Local activists immediately began to protest, demanding that the police officer face trial for the killing. A grand jury decided that the police officer had done nothing wrong, which angered protestors. Despite Ferguson having a population that is mostly black, most of the politicians, police commissioners, and police officers were white. Black members of the community felt that they had no voice.

The protests, including those organised under the Black Lives Matter movement, began peacefully. However, the police responded to the protests with military grade equipment and tactics, which was claimed to have escalated the situation. There was then a mixture of protests, some violent and some peaceful. At times, shots were fired by some protestors, cars were set on fire and shops were looted. The police then used tear gas on crowds and very aggressive tactics. These tactics were sometimes used against the peaceful protestors as well.



under control. Unrest continued for months. On the night that Wilson was cleared of wrong doing, 25 businesses were burnt down, two police cars were set on fire and another 12 cars were burnt. Hundreds of rubber bullets and canisters of tear gas were fired and 80 people were arrested.



**5. Why did communication between the community and the police breakdown in Ferguson? How does the civil rights history in America link to this?**

## Criticisms of Black Lives Matter

Some people have criticised the Black Lives Matter movement, including some civil rights leaders. They claim that the tactics of some members of Black Lives Matter can be violent, which doesn't help their cause. Others argue that the slogan 'Black Lives Matter' is divisive and excludes people, missing out other important groups. The phrases 'All Lives Matter', 'Blue Lives Matter', (and even 'White Lives Matter') have risen in response.

The Black Lives Matter movement continues today. There are chapters across the world, organised locally and online.



**6. How is Black Lives Matter similar to the Civil Rights Movement of the 1950s and 60s? How is it different?**

One similarity is

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One difference is

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