



## How did the civil rights movement change the nation?

### Section 1 Beginnings of the Civil Rights Movement

- In the early 1900s, the NAACP challenged segregation laws.
- In *Brown v. Board of Education of Topeka*, the Supreme Court ruled that segregation in education was unconstitutional.
- African Americans in Montgomery, Alabama, organized a boycott to protest segregation on city buses.

### Section 2 An Expanding Role for Government

- The Warren Court used judicial activism to protect and extend rights.
- John F. Kennedy favored social reforms, but most stalled in Congress.
- Lyndon Johnson's Great Society attempted to attack the causes of poverty.

### Section 3 The Civil Rights Movement Continues

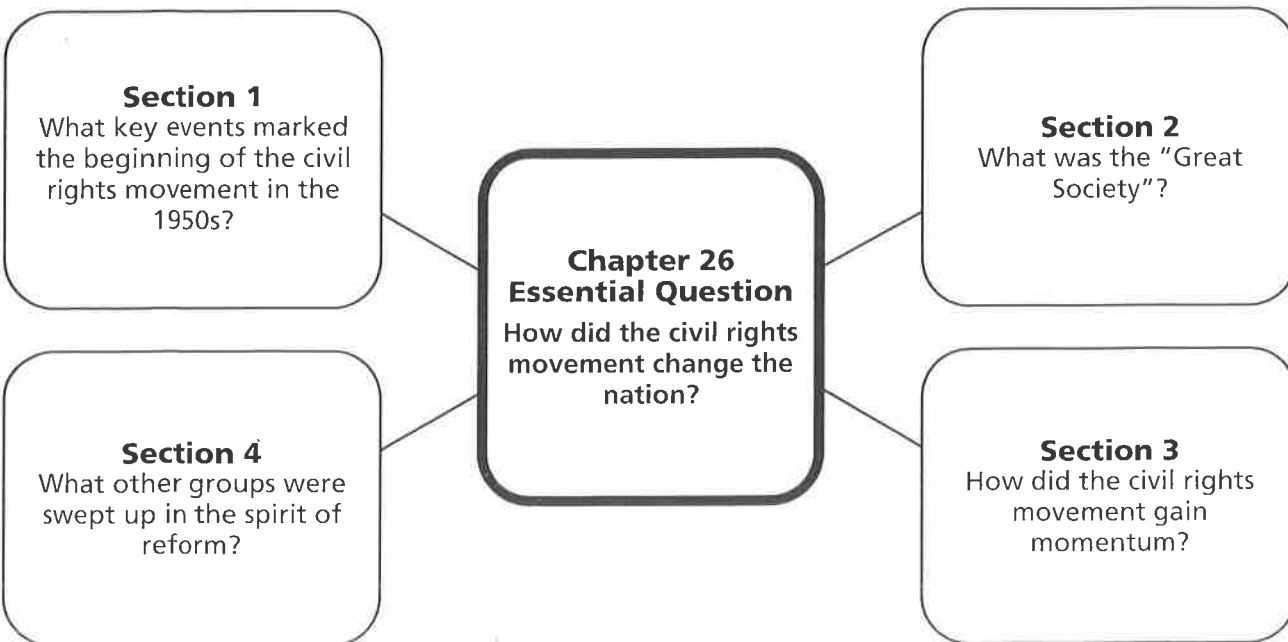
- Martin Luther King, Jr., favored nonviolent civil disobedience to achieve civil rights.
- Protests helped persuade Congress to pass civil rights legislation.
- Leaders such as Malcolm X rejected King's approach and supported militant tactics.

### Section 4 Other Americans Seek Rights

- The women's movement led more women to work outside the home.
- Mexican American groups sought to end segregation and win better conditions for migrant workers.
- Native Americans organized to protect their rights and call attention to injustice.
- Older Americans and people with disabilities organized to support their interests.

## Exploring the Essential Question

Use the online study guide to explore the essential question.



## CHAPTER 26 | Review and Assessment

### Key Terms

Read each sentence below. If the sentence is true, write YES and explain why. If the sentence is not true, write NO and explain why not.

1. As a result of integration, African American and white children attended separate schools.
2. Supporters of civil disobedience were often jailed because they refused to obey laws.
3. César Chávez urged people to boycott grapes in order to increase demand for farm products.
4. Many rural African Americans lived in ghettos.

### Comprehension and Critical Thinking

5. (a) **Summarize** What arguments did Thurgood Marshall use in the case of *Brown v. Board of Education of Topeka*?  
(b) **Apply Information** How does the picture below show an effect of the *Brown* case?



6. (a) **Recall** How were the actions of the Warren Court an example of judicial activism?  
(b) **Support a Point of View** Do you agree or disagree with judicial activism? Explain.
7. (a) **Summarize** What approach to civil rights did Martin Luther King, Jr., favor?  
(b) **Apply Information** How were sit-ins and freedom rides examples of King's approach?
8. (a) **Recall** What was the goal of affirmative action programs?  
(b) **Identify Viewpoints** What arguments could be used in favor of affirmative action? What arguments could be used against it?
9. (a) **Recall** What changes in public accommodations did disabled rights groups seek?  
(b) **Analyze Cause and Effect** How would these changes increase economic opportunities for people with disabilities?

### Reading Skill

10. **Make Inferences and Draw Conclusions** Draw a conclusion about Americans' views about discrimination before and after the civil rights movement.

### Writing

11. **Write one paragraph on the following topic:** Explain a problem faced by an individual who is a member of one of the groups discussed in this chapter.

**Your paragraph should:**

- describe the individual;
- identify the time period of the situation you are describing;
- describe the circumstances of the problem

When you are finished, exchange papers with another student. Write a brief response to that student's paragraph, looking in particular for details that help create the time period. Revise your own plan in response to your partner's comments.

12. **Write a Narrative:**

Imagine that you are a young black or white Freedom Rider. Write a letter home explaining why you are going to the South and what problems you face.

### Skills for Life

#### Make Decisions

Use the quotation below to answer the questions.

"The events in Birmingham and elsewhere have so increased the cries for equality that [we cannot] ignore them. . . . We face therefore a moral crisis as a country. . . . It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. . . . I am therefore asking the Congress to enact legislation giving all Americans the right to be served in [public] facilities."

—John F. Kennedy, June 11, 1963

13. (a) According to Kennedy, what moral problem faces the United States in 1963? (b) What options does he reject?
14. What did Kennedy decide to do? Do you think his decision was correct? Explain.

## Test Yourself

Refer to the quotation below to answer Question 1.

"We shall all be free,  
We shall all be free,  
We shall all be free some day.  
Oh, deep in my heart,  
I do believe  
We shall overcome some day."

—"We Shall Overcome," civil rights anthem

1. Who would have been most likely to disagree with the attitude expressed in this song?

- A Malcolm X
- B Rosa Parks
- C Martin Luther King, Jr.
- D Lyndon Johnson

2. The Voting Rights Act of 1965

- A gave African Americans the right to vote.
- B allowed federal officials to register voters.
- C required bilingual elections.
- D established literacy tests for voting.

Refer to the symbol below to answer Question 3.



3. The above symbol relates to the activities of

- A Maggie Kuhn.
- B Betty Friedan.
- C Earl Warren.
- D César Chávez.

## Document-Based Questions

**Task:** Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete this writing assignment:

Summarize the main ideas of Chisholm and Schlafly. Then, explain whose viewpoint you agree with and why.

**Document 1:** In May 1969, Representative Shirley Chisholm delivered this speech in Congress. *According to Chisholm, why was the ERA needed?*

"I wish to introduce . . . a proposal that . . . sooner or later must become part of the basic law of the land—the Equal Rights Amendment.

Let me . . . refute two . . . arguments . . . against this amendment. One is that women are already protected under the law. . . Existing laws are not adequate to secure equal rights for women. . . Women do not have the opportunities that men do.

A second argument . . . is that [ERA] would eliminate legislation . . . giving special protection to women. . . Women need no protection that men do not need. What we need are laws to protect working people, to guarantee them fair pay, safe working conditions, protection against sickness and layoffs, and provision for dignified, comfortable retirement. Men and women need these things equally."

**Document 2:** Phyllis Schlafly led the campaign to defeat ERA. In 1986, she summarized her objections. *According to Schlafly, what would have been two negative effects of the ERA?*

"ERA advocates were unable to show any way that ERA would benefit women or end any discrimination against them. The fact is that women already enjoy every constitutional right that men enjoy. . .

The opponents of ERA, on the other hand, were able to show many harms that ERA would cause.

- ERA would take away legal rights that women possessed—not confer any new rights on women.
- ERA would take away women's traditional exemption from military conscription. . .
- ERA would make unconstitutional the laws . . . that impose on a husband the obligation to support his wife.
- ERA would force all schools and colleges, and all the programs and athletics they conduct, to be fully coeducational. . . ERA would mean the end of single-sex colleges."