

Chapter 21

The Civil Rights Movement

(1950 - 1968)

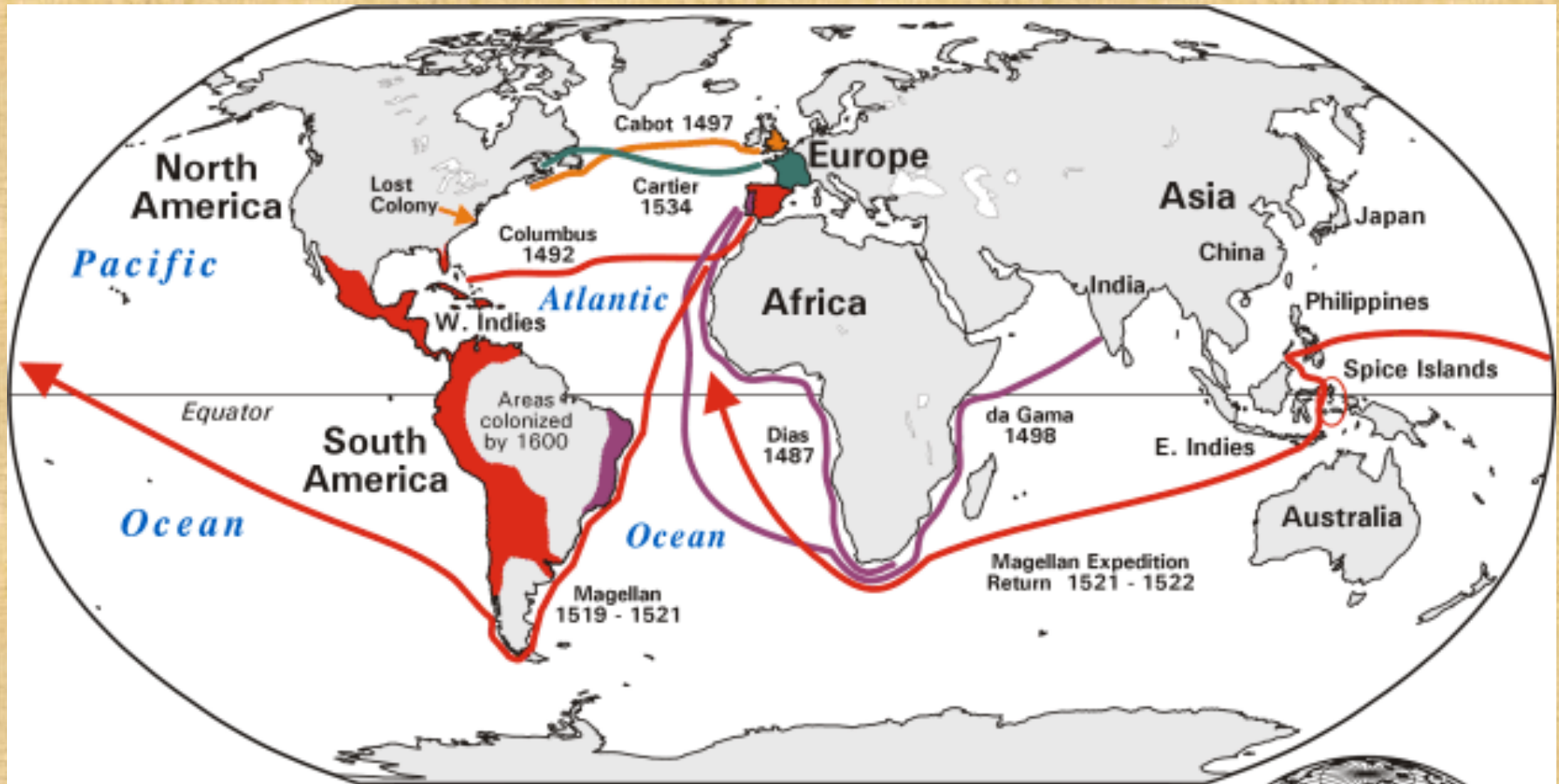
Why Study The Civil Rights Movement?

- Do we owe anything to those that fought for these rights?
- Can we appreciate the rights we have without knowing the story of those that fought for these rights?
- Why would we protect rights we don't appreciate?
- Is it just a "Black Thing?" Or, is it everybody's fight?
- "What is done to one group can later be done to others?" **True or False??**
- What's more important than your **Civil Rights?**

Lecture # 1 - -

Increased Demand for Civil Rights

Origins of Slavery in America



Early Voyages of Discovery

Selected voyages only shown

Sponsoring Nations, Voyages, and Colonies

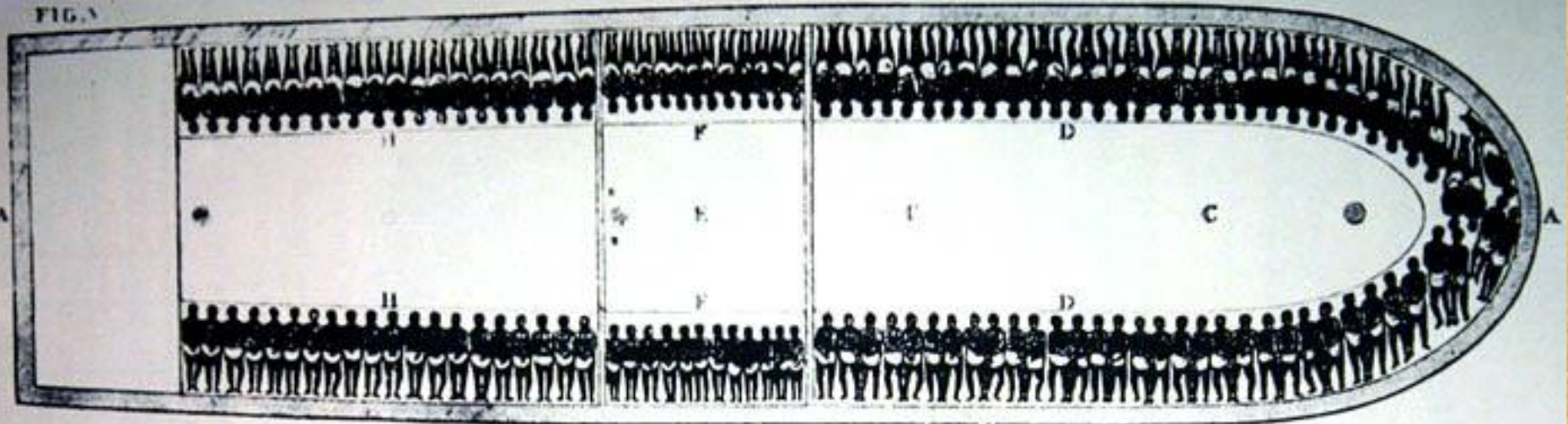
| | | | |
|----------|---|---------|---|
| Portugal |  | England |  |
| Spain |  | France |  |

Paths of voyages simplified - not all landings shown



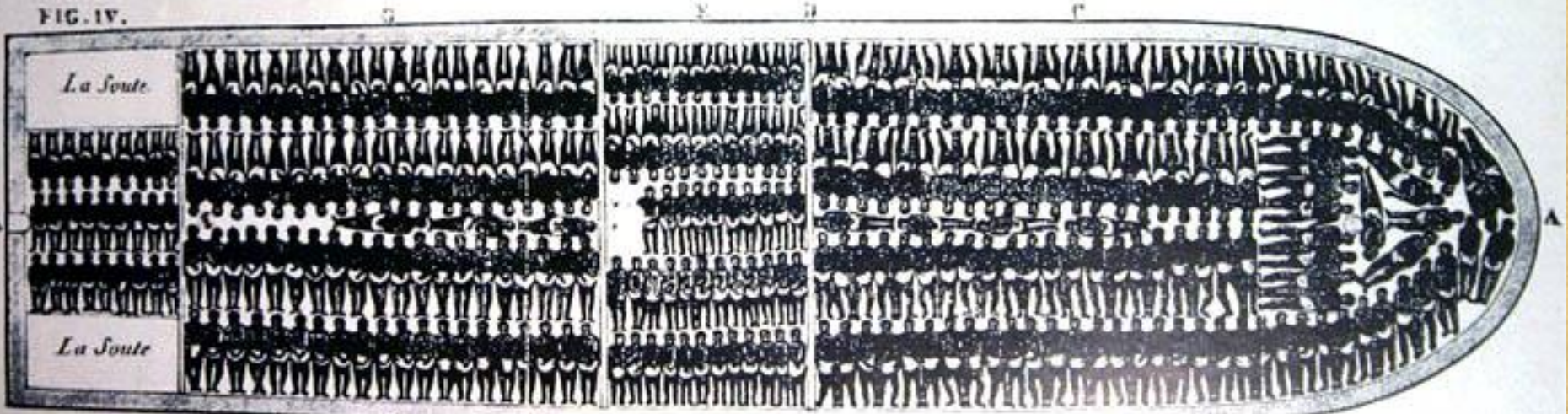
Trans-Atlantic Slave Trade – The Middle Passage

FIG. V



Coupe horizontale des plateformes du Bâtiment Négrier.

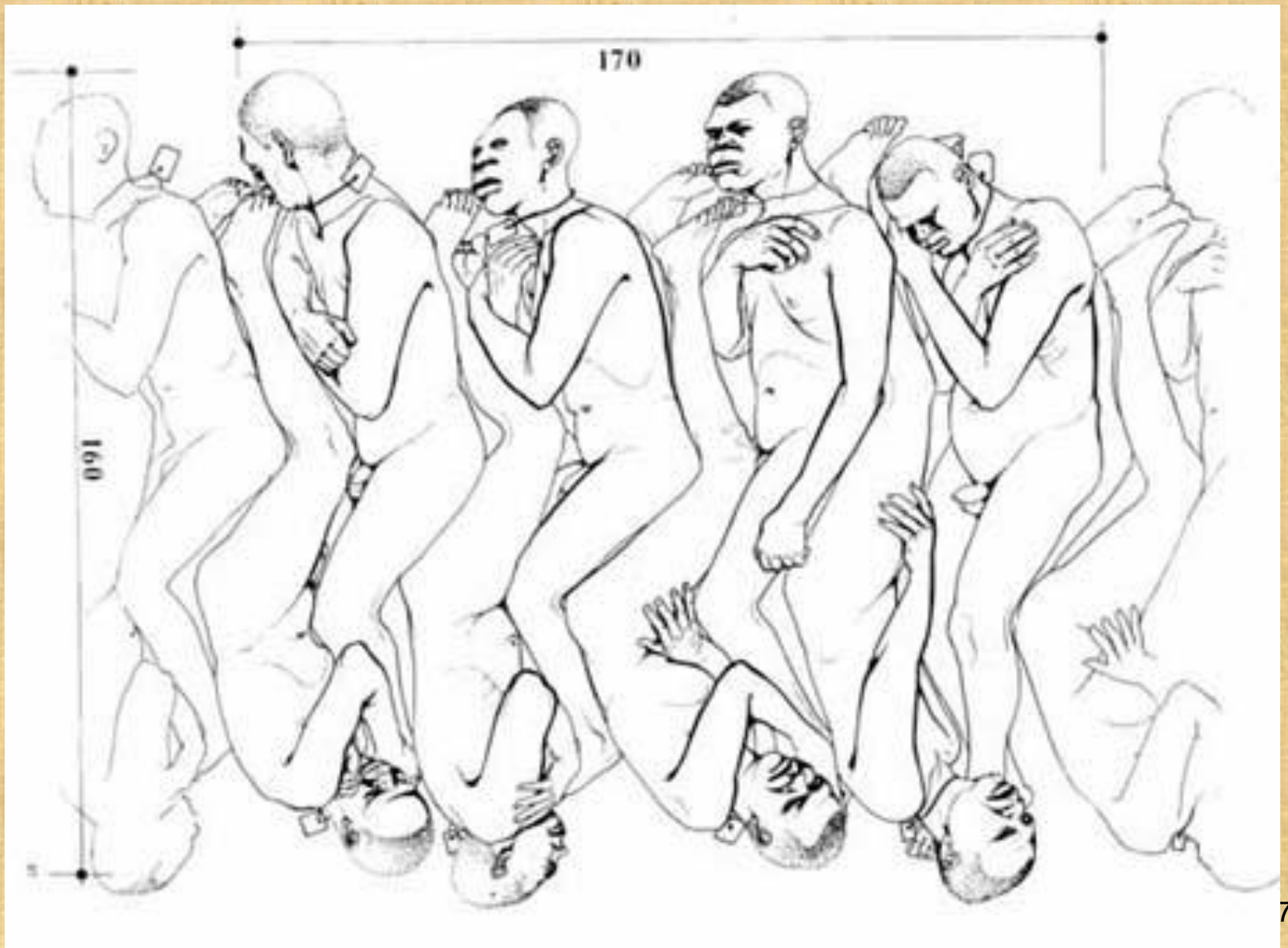
FIG. IV.



Coupe horizontale du Bâtiment Négrier.



Tight Pack



Trade r i a n g u l a r



The Segregation System

- After the Civil War (1865), the Southern states **segregated** the races with **Jim Crow Laws**.
- The supreme court case of **Plessy vs. Ferguson (1896)** established the **separate but equal** doctrine. This said it was acceptable to have “Black schools” and “White schools” as long as the facilities were equal.
- Southern states also kept voting rights away from African Americans through poll taxes, literacy tests and grandfather clauses.
- This **segregation** was often enforced with fear & violence (Ku Klux Klan).

The Segregation System



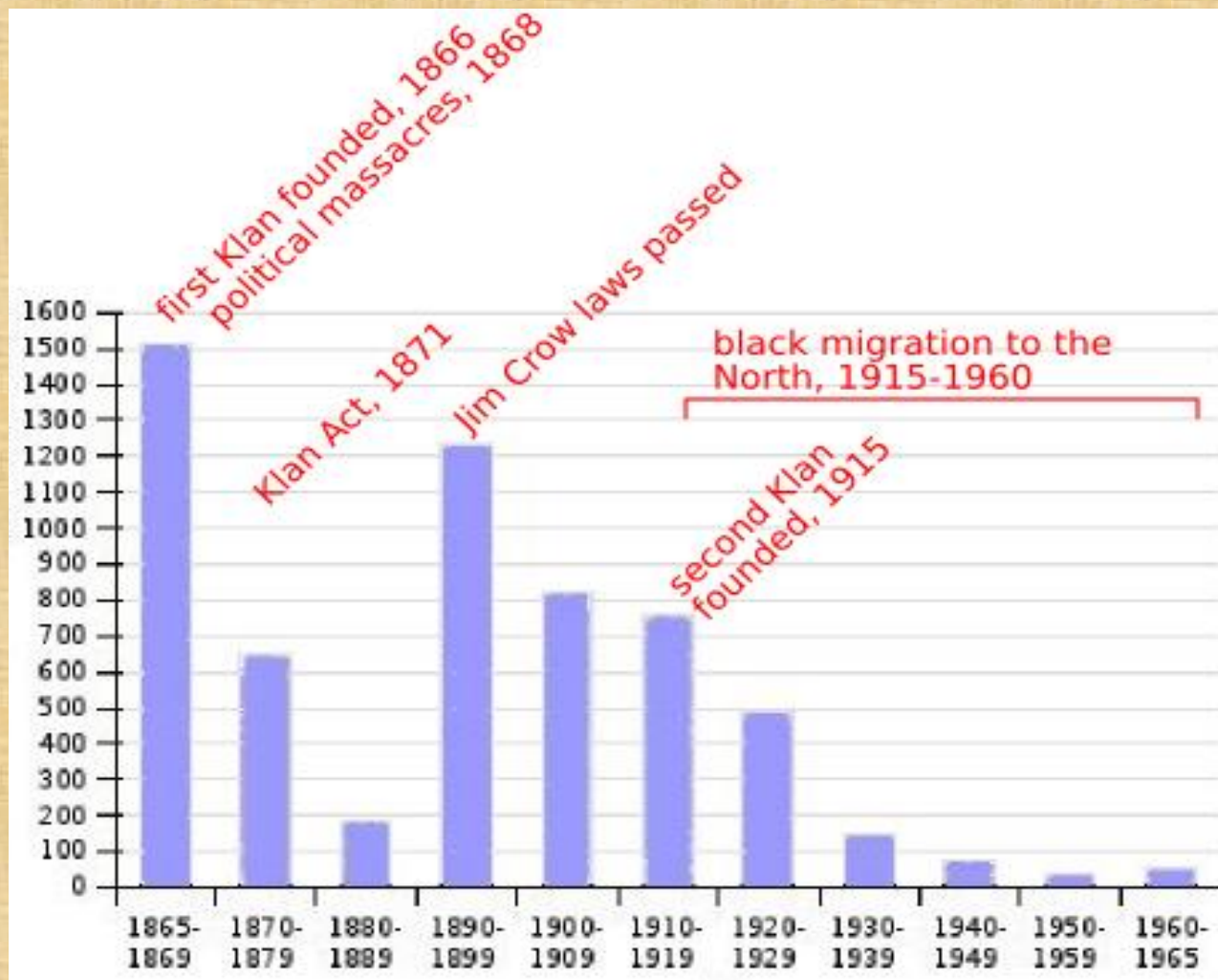
The Segregation System



Separate but Equal?



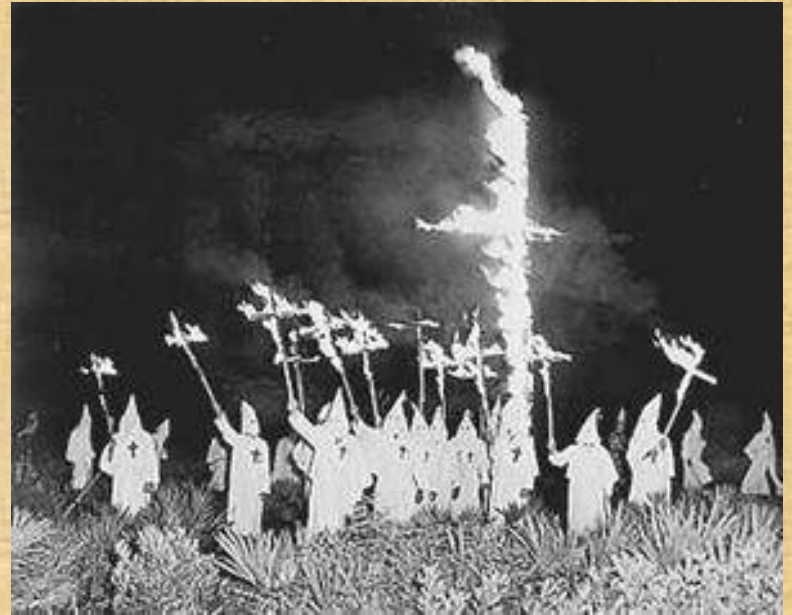
Number of African-Americans Lynched



1. How many African Americans were hung between 1865 and 1869?

2. Why do you think there were more hangings in those years?

Segregation by Force and Fear

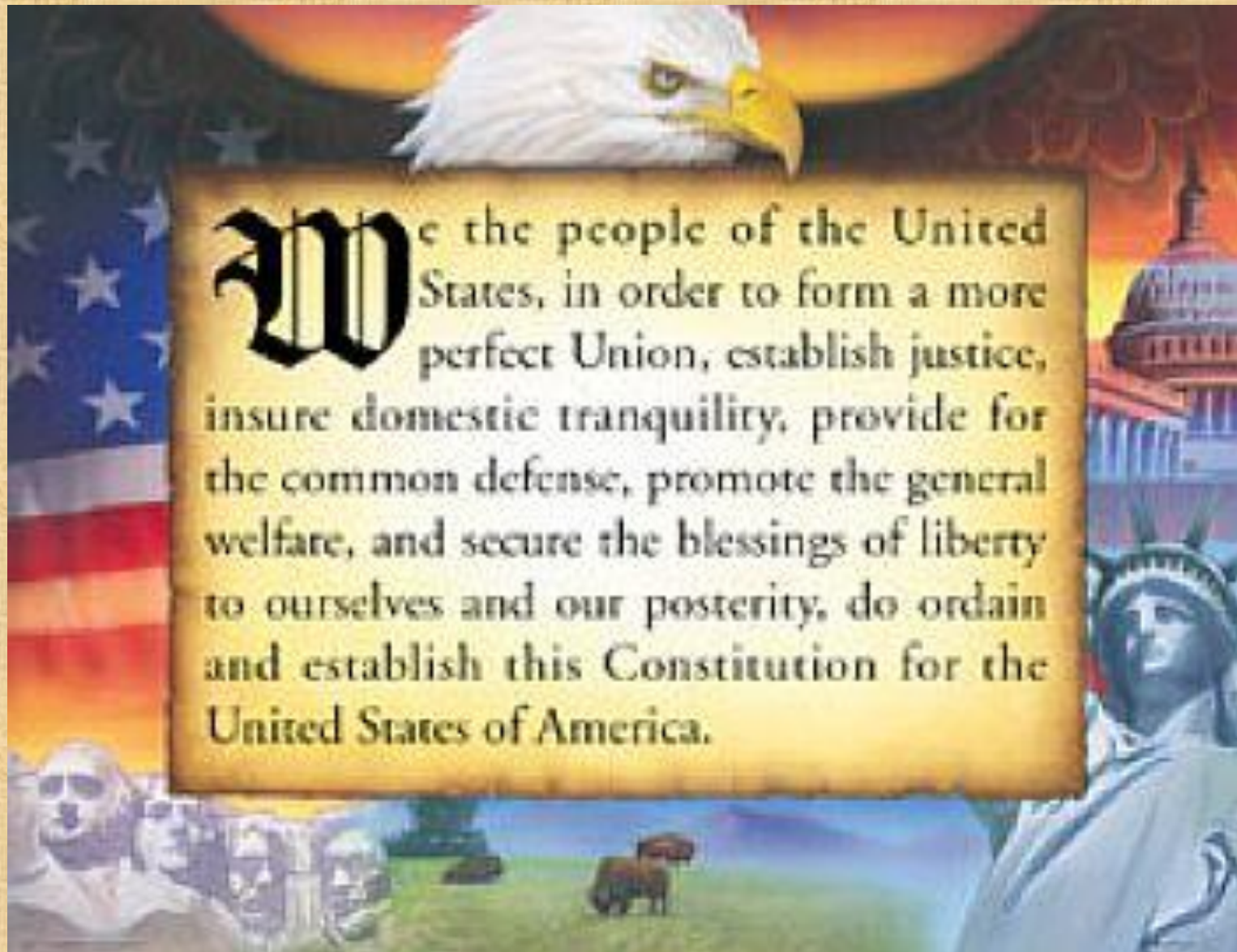


10 / 24 / 7

Write two paragraphs describing a situation in which you experienced “discrimination.” How did you respond to it? How did it make you feel?

If I were living in a segregated society, it would make me feel _____ because _____.

The Preamble to the Constitution of the United States of America



We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

The Rise of African American Influence

African-American Migration

- After the Civil War {1861 – 1865} millions of African-Americans moved from the South to northern cities.
- President Roosevelt's New Deal reached out to African Americans & employed many in the federal government..
- As a result, many African-Americans joined the Democratic party.

World War II and the NAACP

- **WWII** created labor demands & many African-Americans moved for jobs in the West and North.
- During WWII, American **minority soldiers were treated better in Europe than in their own country!** When they returned, they were determined to change this.
- People learned how dangerous racism can be from the **Holocaust**, during WWII.
- The ****National Association for the Advancement of Colored People (NAACP)** worked hard **in the courts** to challenge segregation laws.

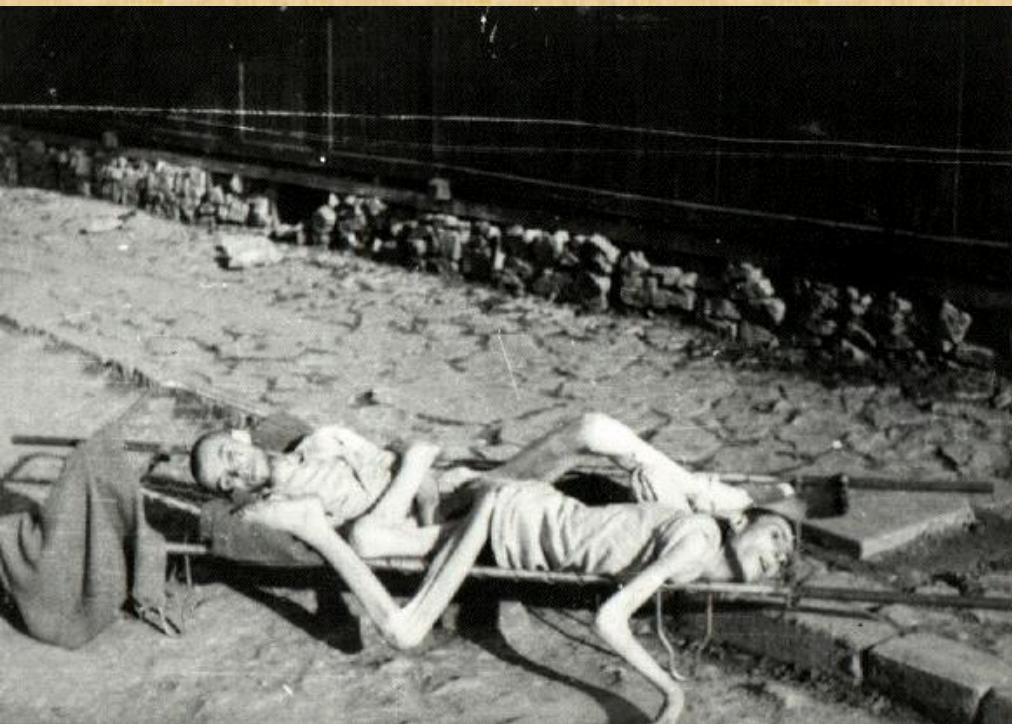
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Civil Rights Movement Starters

Watch the video clip and answer these questions:

- 1. What is happening in the scene?**
- 2. Who is involved?**
- 3. How do you think this impacted American soldiers?**

The Holocaust of WWII made Americans think about how bad racism was and what it could lead to.



Kaiser Shipyards – Portland -- WW2



Oregon Shipbuilding Corporation – Kaiser Shipyards



Vanport, a housing development in North Portland, built for WW2 Kaiser Shipyard workers (Black population went from 2,000 to 22,000!)



1. How did World War II change the city of Portland, Oregon?

2. Assume you are an African-American shipyard worker from New York, New York. You have been moved to Portland, Oregon to make up for a shortage of laborers in the Kaiser Shipyards. Write two paragraphs describing your experiences both as a shipyard worker and as a new resident of Portland.

****1954 *Brown vs. Board of Education***

- In 1951, Oliver Brown wanted his daughter, Linda, to attend a **white school** because it was close to his house. The school denied this request and Linda continued long bus rides to the **black school**.
- In 1954, Brown sued the Topeka, Kansas Board of Education because they denied his request.
- **Thurgood Marshall of the NAACP** argued the case in the Supreme Court.
- The Supreme Court ruled that separate educational facilities were **“inherently {what does this word mean??} unequal.”**
- The Supreme Court ordered local school boards to quickly **desegregate** public schools.
- The Brown vs. Board of Education case overturned the 1896 **Plessy vs. Ferguson** (separate but equal) case.



Linda Brown (left) with her sister and parents, in Topeka, Kansas



View of a classroom at the racially segregated Monroe Elementary School in Topeka, Kansas

Thurgood Marshall was the lawyer that argued the case for the Brown family and the NAACP in the Supreme Court. He went on to become the first African-American justice in the United States Supreme Court!



1955 Montgomery Bus Boycott

****Rosa Parks** was a **seamstress** who also served as Secretary for the Montgomery, Alabama NAACP.

“**Colored people**” were required to sit in the back of public buses. If they sat in the white section, they had to give up their seat if a white person needed it. In **December 1955**, **Rosa** refused to give up her seat on a bus to a white man.

****The Montgomery Bus Boycott** -- Over the next year, 50,000 African Americans boycotted the city bus system, choosing to walk, ride bicycles, or carpool instead. ****Martin Luther King, Jr.** was co-pastor (along with his father) of **Ebenezer Baptist Church in Atlanta, Georgia**. He helped organize the boycott.

75% of the bus riders in Montgomery were African Americans.

Results of the Bus Boycott — Despite losing money, the bus company refused to change its segregation policies. **In 1956, the Supreme Court ruled that bus segregation was unconstitutional.**

****Martin Luther King, Jr.** emerged as one of the top leaders of the Civil Rights Movement.

Montgomery Bus Boycott



****Rosa Parks**



****Martin Luther King, Jr.** outlines **boycott** strategies to his advisors and organizers including (from left to right) Rev. Ralph Abernathy and Rosa Parks.

Montgomery Bus Boycott



Montgomery, Alabama - - - African-Americans walking to work instead of riding public buses.



Woman trying to get a ride to work during the Montgomery Bus Boycott.

Montgomery Bus Boycott



JoAnn Robinson, of the Montgomery Women's Political Council, came up with the bus boycott idea.



Martin Luther King, Jr. being arrested.

10 / 24 / 7

Would you be willing to walk or ride your bike everywhere for a year to gain rights?

What is an important right or cause that you would be willing to make this sacrifice for?

****The Little Rock Nine**

Opposition to ****Integration**

- In 1957, **Arkansas Governor Orval Faubus** refused to enforce integration.
- ****Integration** means mixing all ethnic groups together in schools.
- Faubus ordered National Guard troops at Central High School in Little Rock to stop African-American students from entering.
- Mobs of angry protesters joined the National Guard in intimidating the nine African-American students.
- These students became known as ****the Little Rock Nine.**

****The Little Rock Nine**

Federal Government Response

- **President Eisenhower viewed these actions as a challenge to the Constitution.**
- **Ike placed the National Guard under **federal** command.**
- **Ike ordered the soldiers to protect the nine students.**

The Little Rock Nine



Little Rock Nine



Little Rock Nine Enter High School

10 / 24 / 7



1. List and explain THREE things you see in the picture that give a clue as to what people are doing or saying to the African-American female student.
2. Write a paragraph explaining what you are thinking if you are this African-American girl.



DEATH
TO ALL
RACE MIXERS!
Keep White Public Schools
WHITE
BY
Massive Armed Force!
BE A
Paul Revere!
Rally Your Neighbors to
ARMS -- SHOOT
The Race-Mixing
INVADERS!

Right – An African-American reporter from the Memphis newspaper is attacked by White protesters.



Civil Rights Assessment

Which of these was a result of the Montgomery bus boycott?

- (A) National Guard soldiers were posted in Montgomery.
- (B) The bus company voluntarily changed its policies.
- (C) Thousands of African-Americans stopped riding buses.
- (D) Rosa Parks was allowed to keep her seat on the bus.

Why was the *Brown v. Board of Education* ruling considered important?

- (A) It stated that separate educational facilities were unequal.
- (B) It banned segregation on buses.
- (C) It demanded that school districts move toward desegregation.
- (D) It provided military protection for African American students.

Civil Rights Assessment

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Summary

1. Brown v. Board Education ended
_____.

2. The Montgomery Bus Boycott was the first leadership role for _____.

3. The Little Rock Nine fought segregation in
_____.

Lecture #2 - - Leaders of the
Civil Rights Movement and
the Strategies They Used

Laying the Groundwork: The NAACP

- ****The NAACP** was one of the first groups to fight for civil rights. It was founded in 1909.
- It was an ****interracial** organization. This means it included all races of people as members.
- **W.E.B. Du Bois** was the founder of the NAACP. He was the first African-American to earn a doctorate degree from Harvard University.
- The **NAACP's goal** was to **allow African-Americans to participate in American democracy.**
- The NAACP gained rights by **winning court cases** ₄₁

W.E.B. Dubois and African American Poverty



W. E. B Dubois, Founder of the NAACP



African American Poverty

The National Urban League

- Helped African Americans move out of the South.
- **Focused on economic issues.**
- Helped people find affordable homes and jobs
- Worked for better job training

****The Congress of Racial Equality (**CORE)**

- **Wanted to bring about change through peaceful confrontation**
- **Interracial organization**
- **Important national organization**

****Southern Christian Leadership Conference (**SCLC)**

- In 1957, Martin Luther King, Jr. and other **clergymen** founded the **SCLC**.
- SCLC advocated ****nonviolent protest**.
- Nonviolent protesters were encouraged not to fight back even when attacked.
- The SCLC made African-American church leaders such as **MLK Jr.** key leaders in the Civil Rights Movement.



1



2

Get Into a Group of Three People & Discuss:

1. Choose one of the pictures and write that number down.
2. If you were one of the Civil Rights protesters in this picture, how would you respond in a way that would help gain rights for your race? Why?
3. What would be the biggest challenge you would face in this situation?
4. After discussing with your group, write down your answers.

Martin Luther King Leads the Way

King's Influences or Mentors:

- **Mohandas Gandhi** helped India get independence from Britain in 1947. Used **hunger strikes** and **peaceful protest**.
- **Henry David Thoreau**, an American writer, supported **civil disobedience** to stop the 1846 war with Mexico.

King's Actions

- Trained volunteers to use **nonviolent tactics** such as **sit-ins** and **peaceful protest**.
- King won the **Nobel Peace Prize** in 1964 for his work.



Mohandas Gandhi



Henry David Thoreau

****SNCC - - The Student Nonviolent Coordinating Committee**

- Began in 1960 as an **organization for young people**, since most other organizations were for adults.
- Goal was **immediate change**.
- One of SNCC's most influential leaders was ****Robert Moses**. He led with a quiet, humble style which earned him the admiration of his followers. Moses seemed like an ordinary person, like the people he led. (Math teacher / graduate student at Harvard)

Robert Moses



****Robert Moses,**
Leader of SNCC

Leaders and Strategies-Assessment

What was the Congress of Racial Equality?

- (A) A civil rights organization made up of students and young people
- (B) An interracial organization which advocated peaceful change
- (C) A group which helped African Americans move to northern cities
- (D) An organization of African American clergymen

Which of the following was a principle of nonviolent protest?

- (A) Protesters should encourage opposing groups to attack them.
- (B) Protesters should resist only when attacked.
- (C) Protesters should continue peaceful tactics even when attacked.
- (D) Protesters should begin with nonviolent tactics but reconsider if these failed.

Leaders and Strategies-Assessment

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Lecture # 3 - - The Struggle for Civil Rights Intensifies!

The Emmett Till Case of 1955



In August 1955, a 14-year-old boy from Chicago, ****Emmett Till**, was visiting relatives in Money, Miss.

He had experienced segregation in the North, but he wasn't prepared for life in Mississippi, one of the most intensely segregated states in the nation.

On a dare from a cousin, **Emmett flirted with a white woman** as he was buying candy in a store -- while leaving, **he turned around and said "Bye, baby" to her.**

A few nights later, Emmett was taken from his relatives' home by Roy Bryant, the woman's husband and owner of the store, and J.M. Milam.

Three days after Emmett's kidnapping, his **body was found in the Tallahatchie River, beaten beyond recognition** and with a bullet in his skull and barbed wire around his neck.



Roy Bryant (left) and J.W. Milam (right) listen to testimony during their murder trial for killing Emmett Till.

Emmett Till Before and After



10/24/7

- 1. Create this chart on a sheet of notebook paper. Leave five blank lines beneath each number.**
- 2. Talk with other students that sit around you and brainstorm possible reasons for using nonviolent protest.**

**Reasons for Nonviolent
Protest**

1.

2.

3.

4.

**Strategies Used by Civil
Rights Protesters
(Explain & give example)**

1.

2.

3.

4.

****Sit-Ins**

- CORE created the ****sit-in** in 1943. It became a common, powerful tactic of the civil rights movement.
- During a sit-in, **protesters sat down in a segregated public place** (such as a lunch counter) and **refused to leave until they were served.**
- Sit-ins **caused strong reactions - - both good and bad.**

Sit-Ins in Southern Diners



Could you sit there and let this happen to you and remain nonviolent?

****Freedom Riders**

- The 1960 Supreme Court case *Boynton v. Virginia* **expanded** the earlier ban on bus segregation.
- In 1961, CORE and SNCC **organized Freedom Rides** to test southern compliance with desegregation of buses.
- **Freedom Riders** were both White and African-American. They were mostly young people.
- The ride started in Washington, D.C. and went to New Orleans, Louisiana.



****Freedom Riders**

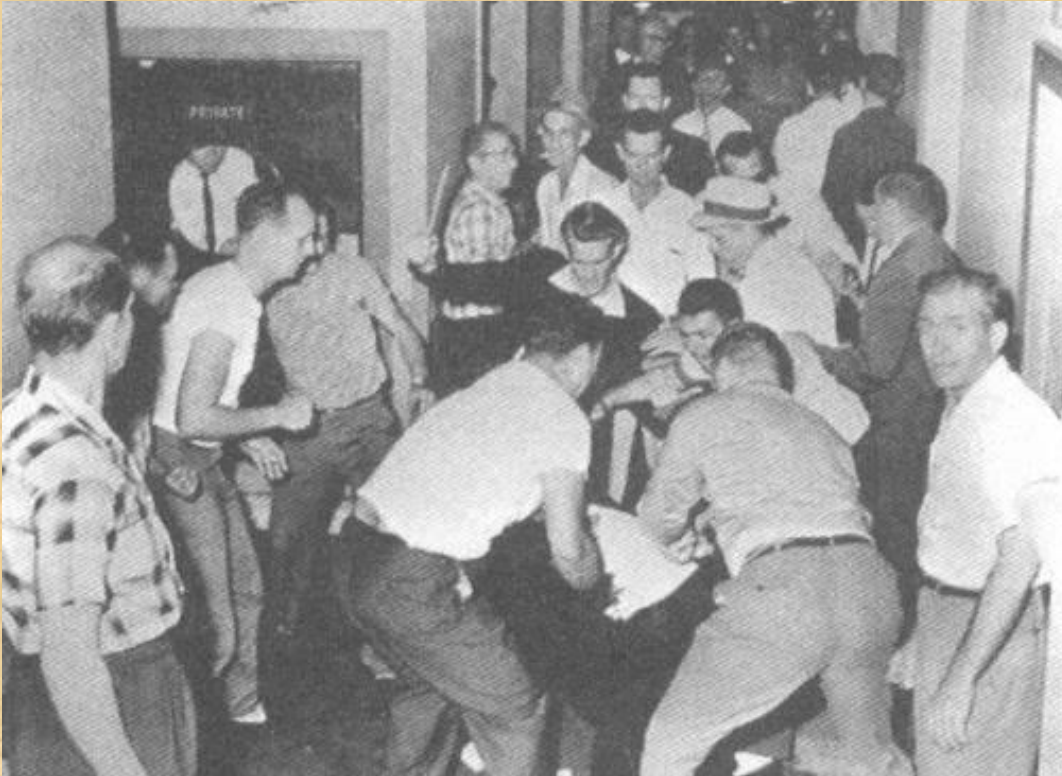
- **In Anniston, Alabama, a heavily armed White mob slashed the tires of the bus and then set it on fire. As Freedom Riders escaped from the bus, they were beaten by the mob.**

Freedom Riders



Freedom Riders in Anniston, Alabama!

Freedom Riders



When the second bus reached Birmingham, Alabama, the Freedom Riders were brutally beaten!

10/24/7

- **Pretend you are a newspaper reporter.**
- **Write a headline for an article about the attack in Anniston, Alabama.**
- **Share your article title with another student.**

Reaction to the Freedom Rides

- Americans were horrified by the violence in Anniston as seen in newspaper pictures and on television.
- Freedom Rides continued during the summer and many riders were arrested.
- **Attorney General Robert Kennedy** later **sent federal marshals to protect the riders.**
- Kennedy also pressured the Interstate Commerce Commission to prohibit segregation on all forms of **interstate transportation.**

Integration at Ole Miss University

- In 1961, ****James Meredith**, an Air Force veteran, applied for admission to the all-white “Ole Miss” (Univ. of Mississippi).
- Meredith was rejected and **he asked for help from the NAACP**.
- Meredith won in the Supreme Court and Ole Miss was ordered to admit him.
- **Mississippi Governor Ross Barnett personally** blocked Meredith’s way to the admissions office, and violence erupted on campus.
- **President Kennedy sent federal marshals** to escort Meredith around campus.



Mississippi Governor Ross Barnett personally blocked James Meredith from going into the Admissions Office at Ole Miss.



**** James Meredith** being escorted to classes at Ole Miss by Federal Marshals.

Clashes in Birmingham, Alabama

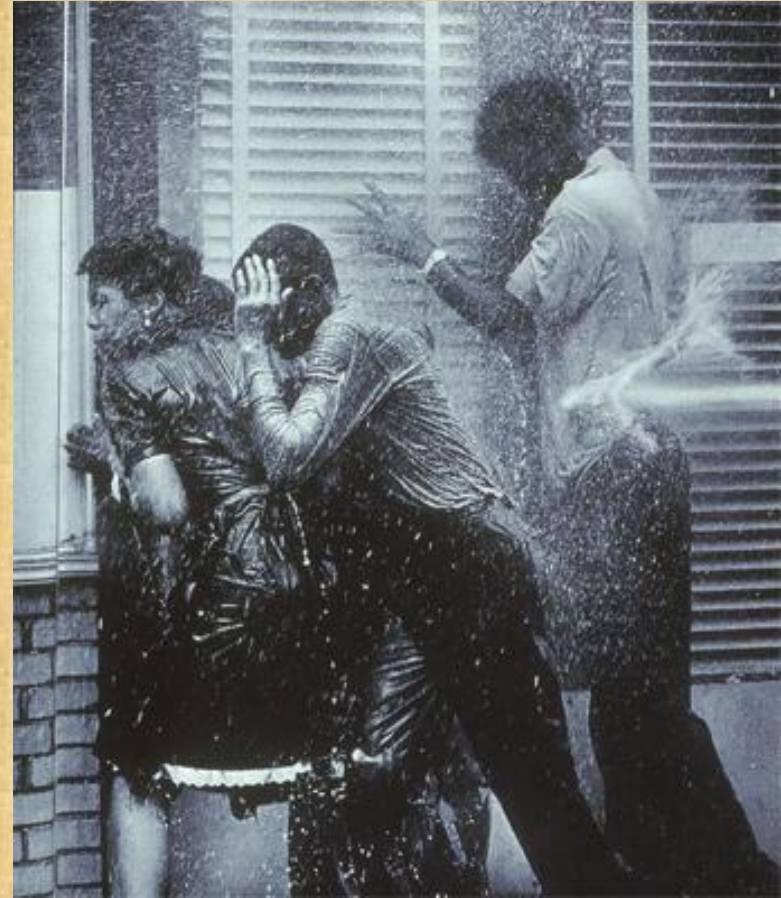
- In April 1963, Martin Luther King, Jr. joined a civil rights campaign in Birmingham, Alabama.
- City officials ordered civil rights protesters to end the **march** that was part of this campaign.
- When they did not, King and others were arrested.
- While in Jail, King wrote his famous ****“Letter from Birmingham Jail”** defending his tactics.



**“Letter from the
Birmingham Jail”**

Response to the Marches

- King was released more than a week later and continued the campaign.
- Young people were allowed to participate.
- Birmingham Police Commissioner, **Eugene “Bull” Connor**, ordered police to attack the marchers with high-pressure fire hoses, police dogs, and clubs.
- **People saw these things on TV.**
- **Americans were horrified!!**





(Above) Birmingham Police Commissioner, Eugene "Bull" Connor.



Birmingham was 40% Black, but was considered the most segregated city in America!

The Struggle Intensifies - Assessment

What was the purpose of the Freedom Rides?

- (A) To test southern compliance with desegregation laws**
- (B) To encourage Birmingham Jail to free Martin Luther King, Jr.**
- (C) To support James Meredith's admission to Ole Miss**
- (D) To protest police treatment of Birmingham marchers**

How did the President and Attorney General respond to violence against civil rights activists?

- (A) They arrested their leaders.**
- (B) They encouraged peaceful protests.**
- (C) They sent federal marshals to protect them.**
- (D) They ignored their demonstrations.**

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10/24/7

- 1. A sit-in was _____.**
- 2. Freedom Riders rode on buses to _____.**
- 3. James Meredith was the first _____.**

Lecture # 4 - - Political Response to the Civil Rights Movement

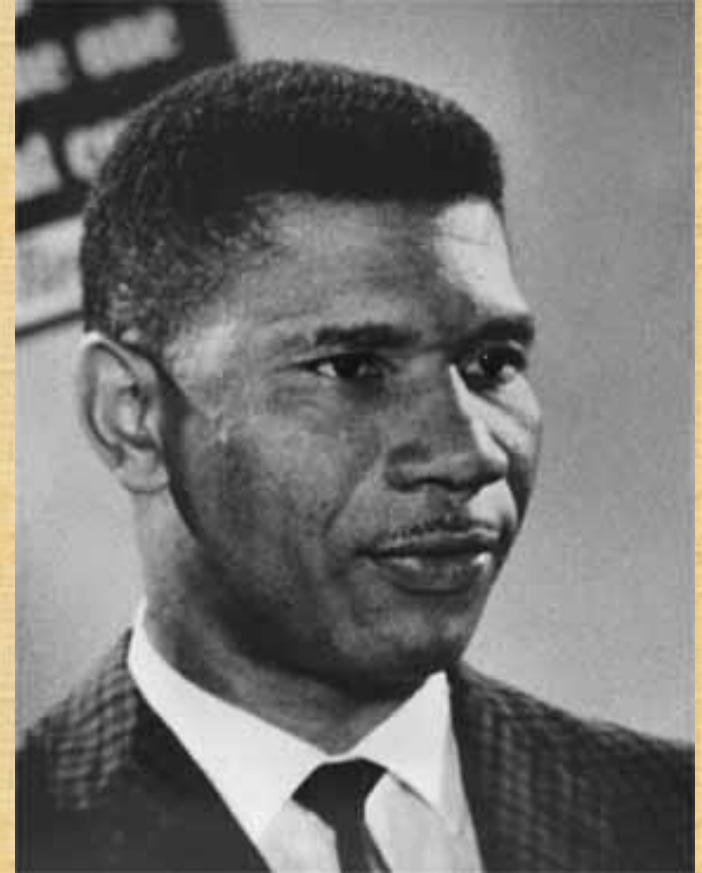
Kennedy on Civil Rights

- African-Americans voted for **John F. Kennedy** in the 1960 presidential election.
- Kennedy moved slowly on civil rights issues, to avoid angering Southern Democrats in the Senate.
- In 1963, President Kennedy gave a speech on Civil Rights. ****Medgar Evers was an NAACP recruiter and someone that helped register African-Americans to vote. **Medgar** was murdered a few hours after Kennedy's speech. Police arrested white supremacist, **Byron de la Beckwith**, but 2 **hung juries** failed to convict him & he was released in 1964!! The case was reopened in 1994 and **he was found guilty.**
- In 1963, Kennedy introduced a Civil Rights Bill that ended segregation **in places that received federal money.**

Medgar Evers' Funeral



**Mrs. Evers and her son at
the funeral of her husband.**



Medgar Evers

March on Washington

- To focus national attention on Kennedy's bill, civil rights leaders planned a march in Washington, D.C. ****The March on Washington** was held in August 1963.
- More than 200,000 people came to the peaceful and orderly march, to encourage Congress to pass Pres. Kennedy's bill.
- At the march, Martin Luther King, Jr., delivered what was to become his best known speech, "I Have a Dream."
- **Despite the success of the march, Kennedy's civil rights bill remained stalled in Congress.**

MLK's **March on Washington

Martin Luther King, Jr. giving his famous “**I Have a Dream Speech**” in Washington DC. {August 28, 1963}



Cornell Notes

- **Can you give me a more recent demonstration that might be similar to the March on Washington?**

****Civil Rights Act of 1964**

President Johnson's Role

- President Kennedy was assassinated by **Lee Harvey Oswald** in 1963!
- Vice President, **Lyndon Johnson**, became the next president and worked to build support for Kennedy's civil rights bill.
- The House of Representatives passed the bill, but civil rights opponents in the Senate stalled it with a **filibuster**.

The Act Is Passed

- Johnson countered the filibuster with a procedure called **cloture**, a 3/5 vote to limit debate and call for a vote.
- In June of 1964, the ****Civil Rights Act of 1964** became law.

Provisions of the ****1964 Civil Rights Act**

- Banned the use of different voter registration standards for blacks and whites.
- Prohibited discrimination **in public accommodations** such as restaurants, hotels, and theaters.
- Denied **federal funds** to programs that practiced discrimination.
- Banned discrimination on the basis of race, sex, religion, or national origin by employers and unions and created the Equal Employment Opportunity Commission (EEOC).

JFK and LBJ on Civil Rights



**JFK with Civil
Rights
Leaders**



LBJ Signs the 1964 Civil Rights Act

Fighting for the Vote

**Freedom Summer

In 1964, leaders of the major civil rights groups organized a voter registration drive in Mississippi.

Violence plagued the ****Freedom Summer** as volunteers were beaten, shot, arrested, and murdered.

African American churches and homes were burned and firebombed.

The 1964 Democratic Convention

The Mississippi Freedom Democratic Party (MFDP) was formed with new voters (many African American).

The MFDP sent delegates to the 1964 Democratic National Convention.

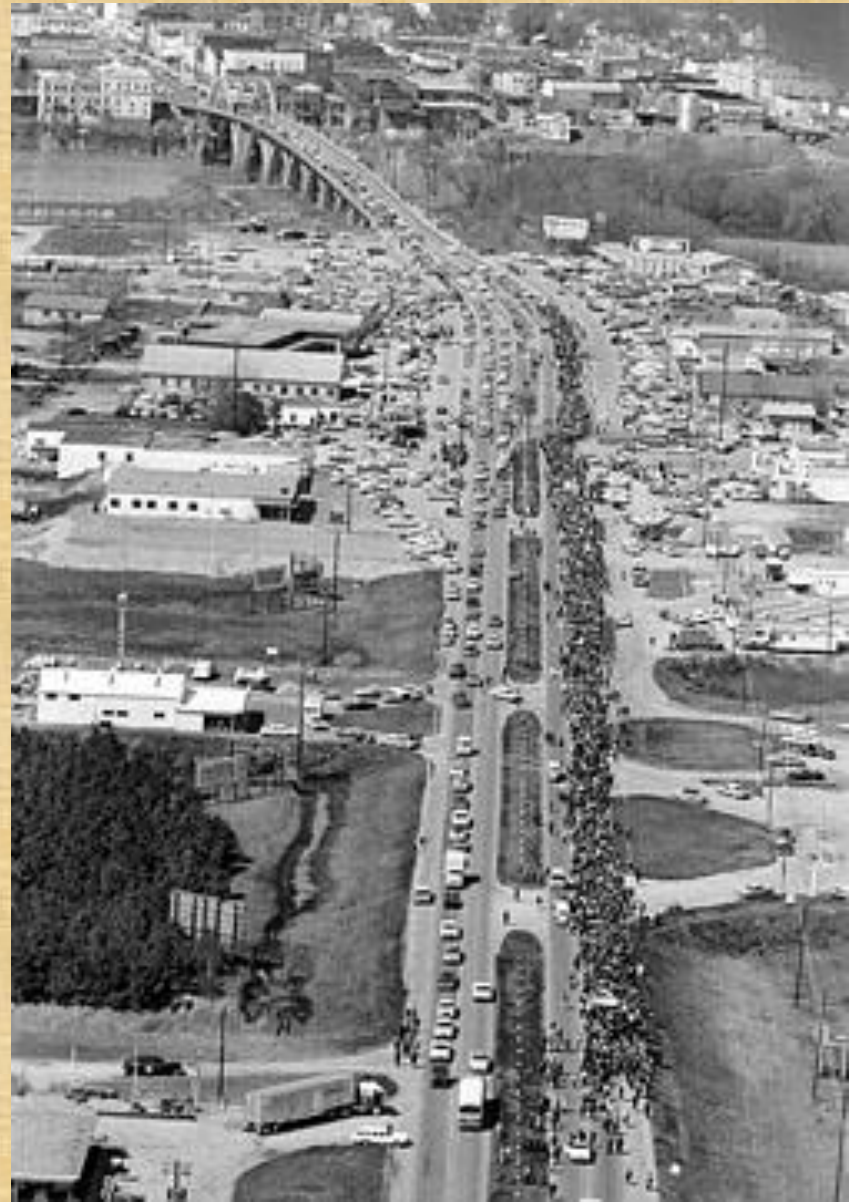
President Johnson offered the MFDP two of Mississippi's 68 seats.

The MFDP rejected the offer, believing that it fell short of their goals.

****The Selma March**

- King and other leaders decided to organize marchers to **walk from Selma, Alabama, to Montgomery, about 50 miles away.**
- Violence erupted at the start of the march.
- President Johnson sent military assistance to protect the marchers.
- More people joined it, making a **total of about 25,000 marchers.**

Selma March



Legal Landmarks

- ****The Voting Rights Act of 1965** eliminated **literacy tests** and other barriers to voting.
- The **FEDS** stepped in to register voters in the states.
- The ****24th Amendment**, ratified in 1964, outlawed the **poll tax**, which was still used in several southern states.

Cornell Notes

- **What was the justification for keeping African Americans from voting for all of those years?**

Which of the following was true of the March on Washington?

- A. Very few demonstrators attended.**
- B. Violence erupted and needed to be contained by federal troops.**
- C. The march remained peaceful and orderly.**
- D. The march inspired rapid passage of Kennedy's civil rights bill.**

Which of the following was a provision of the Civil Rights Act of 1964?

- A. Withholding of federal funds to discriminatory programs**
- B. Prohibition of literacy tests**
- C. Banning of poll taxes**
- D. Providing federal agents to register African American voters**

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Summary

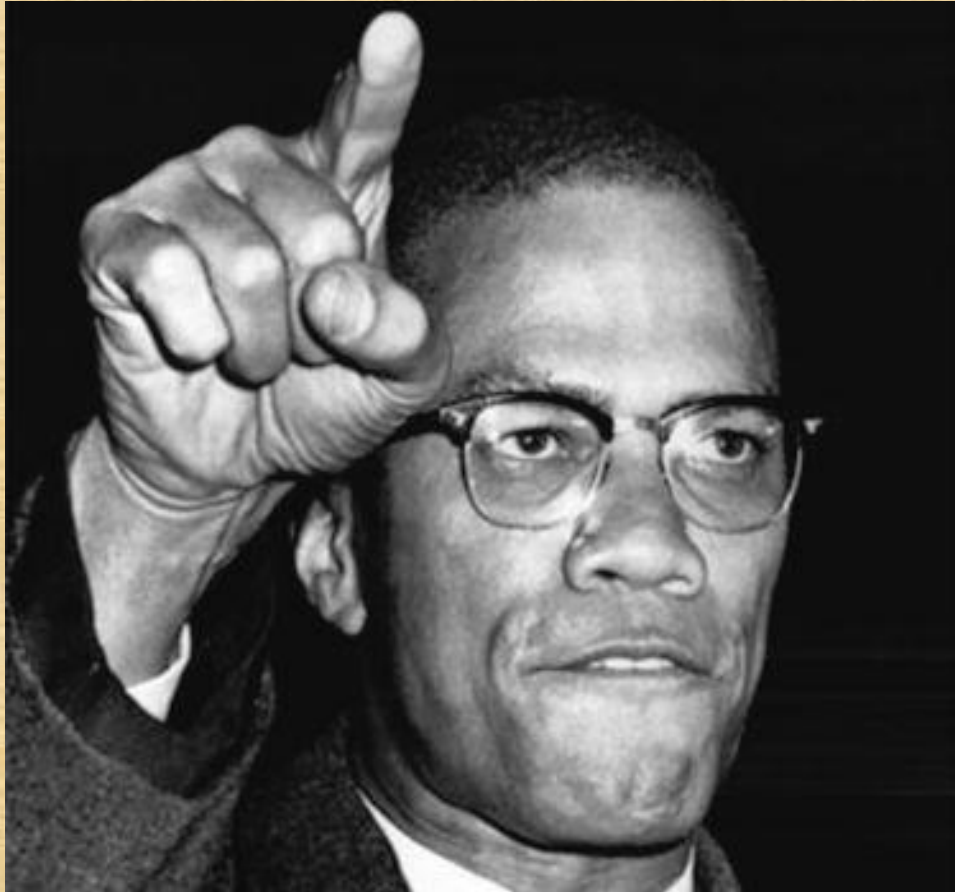
- The March on Washington was _____.
- The Freedom Summer was a _____.
- The Voting Rights Act of 1965 eliminated _____.

Lecture # 5 - - The Civil Rights Movement Takes a New Direction

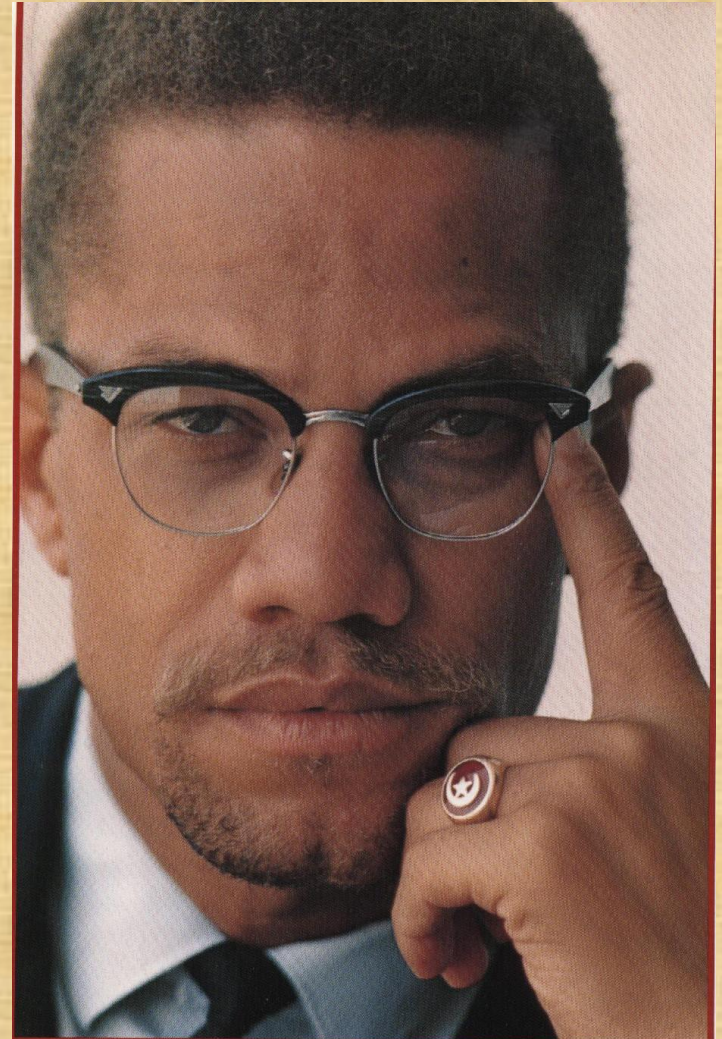
Malcolm X and Black Nationalism

- Born Malcolm Little, ****Malcolm X** joined the ****Nation of Islam**, which preached Black separatism and self-help.
- Malcolm X spread the ideas of **Black Nationalism**, the belief in a separate identity and racial unity for African Americans.
- In 1964, Malcolm X made a pilgrimage to **Mecca**, the holiest Islamic site.
- Seeing Muslims of all races praying together changed his views on separatism.
- Nine months later, Malcolm X was assassinated by 3 members of the Nation of Islam.

Malcolm X and Black Nationalism



“By any means necessary”



Elijah Muhammad and Self-Sufficiency

- The leader of ****the Nation of Islam,** ****Elijah Muhammad,** also believed in Black nationalism.
- **Elijah Muhammad** did not believe in seeking political change.
- He taught that Allah (the Muslim name for God) would create a “Black Nation.”
- In the meantime, African Americans should lead respectful, religious lives.

Cornell Notes

- **How did Martin Luther King and Malcolm X differ in their views on Civil Rights?**

The Black Power Movement

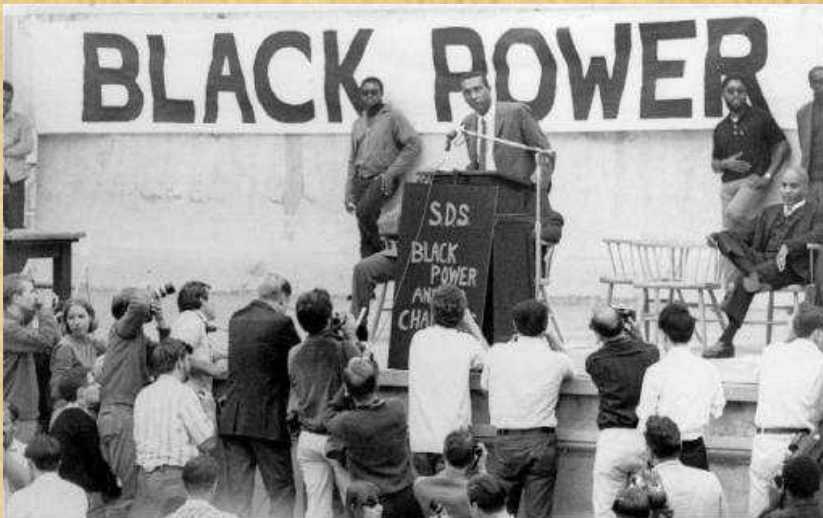
SNCC Shifts Gears

- Civil Rights progress was slow.
- SNCC became more radical under ****Stokely Carmichael**.
- ****Black Power** called upon African Americans to embrace their heritage, build communities, and lead their own organizations.
- ****The Black Power Movement** taught racial pride, but it also created a major split (Whites v. Blacks) in the Civil Rights Movement.

The Black Panthers

- The Black Panthers wanted African Americans to lead their own communities.
- They also demanded that the federal government rebuild the nation's ghettos.
- They often found themselves in violent encounters with police.

Stokely Carmichael and Black Power



Stokely Carmichael



1968 Mexico City Olympics. Tommy Smith and John Carlos after winning the gold and bronze medals in the 200 meters.

The Black Panther Party



Courtesy of the Washington State Archives

De jure Segregation versus De facto Segregation

- Early Civil Rights actions focused on ending *de jure segregation*, which is segregation created by law.
- *De facto segregation* is segregation caused by social or economic conditions such as poverty. All American cities were segregated in this way. Poor people had to live in the part of a city that had the cheapest housing. This was usually the ghetto.
- *De facto segregation* is much more difficult to get rid of than is *de jure segregation*.

Riots in the Streets

- Frustration and anger over *de facto* segregation led to race riots in several cities, especially in the North.
- The worst of these occurred in the Los Angeles neighborhood of **Watts**.
- In 1968, the National Advisory Commission on Civil Disorders was created. It concluded that the riots were caused mainly by white Americans' reluctance to change. (Kerner Report)

Riots in Watts in 1965



Tragedy Strikes in 1968

****Assassination of Martin Luther King, Jr.**

- Martin Luther King Jr. was fatally shot by **James Earl Ray** on **April 4, 1968**.
- King's death provoked violent riots in more than 120 cities.
- Following his death, many Americans lost faith in the idea of **nonviolent** change.

MLK' s Assassination



Shortly after Martin Luther King Jr. has been shot in the hotel.



James Earl Ray, a white supremacist criminal, was convicted of assassinating MLK, Jr. in 1968. He initially pleaded guilty to avoid a jury trial, which could have resulted in execution. At the time of the shooting, he was an escaped convict (Missouri Penitentiary). Later in life, Ray claimed he was innocent of the shooting, but could never prove it. He died in a Tennessee prison in 1998.



The **Lorraine Motel**, in Memphis, Tennessee, was the site at which Martin Luther King, Jr. was assassinated in 1968. It is now known as **The National Civil Rights Museum**.

Tragedy Strikes in 1968

Assassination of Robert F. Kennedy

- Robert F. Kennedy was another major advocate for civil rights.
- Kennedy was shot **on June 5, 1968**, (by an Arab extremist by the name of **Sirhan Sirhan**) while campaigning for the 1968 Democratic presidential nomination.
- Again, America lost an inspirational leader who could have helped heal the nation's wounds.

Robert Kennedy's Assassination



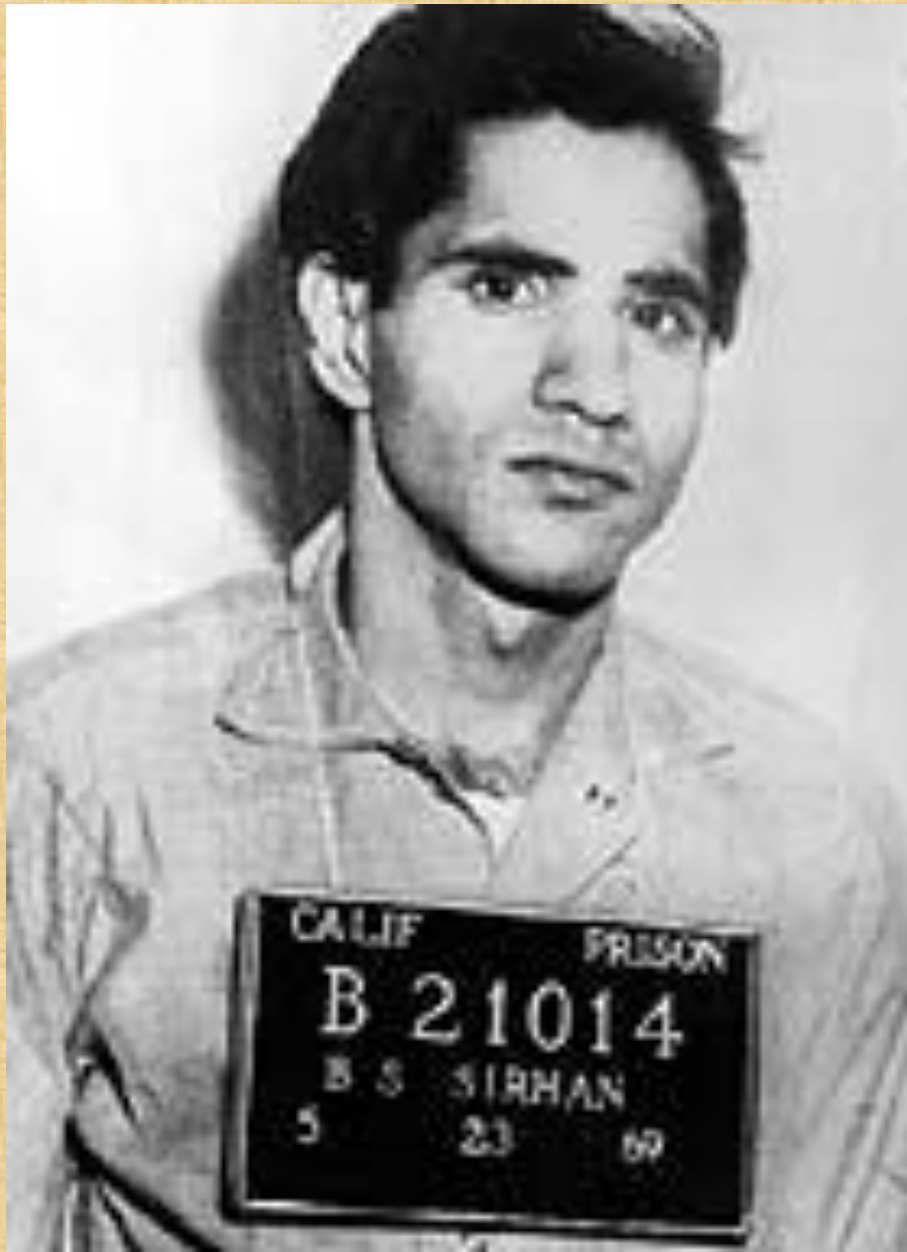
**Kennedy giving his speech
at the Ambassador Hotel in 1968.**



Kennedy was shot shortly after his speech.



Robert F. Kennedy was assassinated as he walked through the kitchen of the Ambassador Hotel (Los Angeles) after he had just won the Democratic candidacy for president, in 1968.



Sirhan Bishara Sirhan, an Arab extremist, assassinated Robert F. Kennedy in 1968. Sirhan was intensely anti-Jewish and was protesting American support for Israel, in the Middle East.

Legacy of the Civil Rights Movement

- Pros of the movement: segregation became illegal and many more African Americans began to vote. The number of African American government officials rose dramatically.
- Cons: African Americans were disappointed that change and equality failed to come more quickly.

Cornell Notes

Is Martin Luther King's dream a reality today?