**Chapter 21–Civil Rights**

**Learning Targets-Study Guide**

**Learning Target 1**: I will be able to understand, evaluate and apply key vocabulary from Chapter 21.

**Vocabulary:**

Black Panthers

Brown v. Board of Education of Topeka

Civil Rights Act of 1964

Civil Rights Act of 1968

De Facto Segregation

De Jure Segregation

Freedom Riders

Sit-ins

Student Nonviolence Coordination Committee (SCNC)

Voting Rights Act of 1965

**Learning Target 2**: I will be able to explain how civil rights activists worked to achieve full equality and how these efforts were often delayed by institutional and legal obstacles.

1. What are some examples of de jure and de facto segregation?
2. Who was one of the early leaders of the Southern Christian Leadership Conference?
3. Which African-American leader preached a militant approach to civil rights?
4. Who were some of the prominent leaders involved with the Black Power Movement?
5. What was the name of the speech Martin Luther King Jr. gave in an attempt to convince Congress to pass a major civil rights bill guaranteeing blacks equal access to all public places?
6. What institutional concepts did the case of Plessy v Ferguson uphold?
7. What was the ***main*** type of pressure exerted by protesters following the arrest of Rosa Parks?
8. What was the ***first*** organized movement by African Americans designed to fight segregation?

**Learning Target 3:** I will be able to summarize, examine and evaluate historical maps, data, charts, graphs, photos, audio, clips and video footage to explain and understand the impact of the Civil Rights movement during the 1960’s.

1. You will be given a map depicting the geographical locations of the major civil disorders that took place in 1967
2. You will be given a chart that lists the amount of registered African-American voters during the 1960 and 1968 presidential election

**Learning Target 4:** I will be able to summarize, evaluate and construct connections (to myself, the world and/or other topics we have studied) using a variety of primary and secondary documents.

1. You will be given a primary source document designed to draw out your inference regarding the mission of the Black Panthers.

**Learning Target 5**: I will be able to explain how civil rights activists worked to achieve full equality and how these efforts were often delayed by institutional and legal obstacles through the use of short answer questions.

**Short Answer Topics:**

28.) Segregation in the south may have never existed if the Civil Rights Act of 1875 which stated that “all persons…shall be entitled to the full and equal enjoyment of the accommodations…”. However, in 1883 an all-white Supreme Court declared the Civil Rights Act of 1875 unconstitutional. Over the next eighty years the United States entered into a time of unpresented segregation. Please discuss the institutional and cultural factors that facilitated segregation in the South prior to the passage of the Civil Rights Act of 1964.

**Things to think about and discuss:**

* Discuss the use of Jim Crow laws a means of maintaining segregation in the south (basically how did they justify segregation in the south despite the fact that there had been prior civil rights legislation passed)
* Explain the difference between de jure and de facto segregation
* Discuss at least two court cases that promoted segregation in the south

28.) During the 1960’s the civil rights movement worked to bring social and legal equality to all people of color. Many civil rights leaders sacrificed everything including their lives to see this dream carried out. Please discuss the impact of at least three civil rights leaders during the 1960’s who worked to end segregation and bring the freedoms promised in the Constitution to all Americans.

**Things to think about and discuss:**

* Choose at least three civil rights leaders who worked to end social injustices during the 1960’s and discuss the specific impact these leaders had on the Civil Rights movement

30.) While the civil rights movement raged on during the 1960’s there was a newfound call for pride in black identity. As a result new voices began to emerge that brought together African-Americans across the nation. Please discuss the goals of several newly emerging groups that pushed for African-American solidarity and then explain the mantras they developed in an attempt to create social change.

**Things to think about and discuss:**

* + Please discuss the ideological goals of the Nation of Islam and the Black Panthers and how they differed from the beliefs of Dr. King and the SNCC.
	+ Explain Malcolm X’s Bullets or Ballots Theory and the main ideas behind the Black Power Movement