

Who made the biggest contribution to the Civil Rights movement?

Key words to help you:

Equality - *The state of being equal (treated the same) especially in status, rights, or opportunities.*

Legislation - *Laws that have been passed by the government.*

Discrimination - *The unjust (unfair) treatment of different categories of people, especially on the grounds of race, age, or sex.*

Segregation - *The separation of people based on race or culture, in facilities, transport and education.*

Supreme Court - *The legal branch of the US federal government. It is the highest court and rules whether actions are in line with the US Constitution and law.*

Please complete this work either on paper or on the computer and email it to Miss Wood on j.wood@laureateacademy.org.uk.

Key objective: To find out about individuals who made an impact during the Civil Rights movement.

TASK ONE:

Your task is to choose three from the following list to research or select your own through research if you want:

Martin Luther King Junior, Rosa Parks, President John F Kennedy, Malcolm X, James L Farmer Junior, President Lyndon B Johnson, Muhammad Ali, Will Smith, Stokely Carmichael, Jesse Jackson, Thurgood Marshall, Roy Wilkins, Condoleezza Rice, James Meredith, Ella Baker, Oliver and Linda Brown, Barack Obama, Nina Simone, Adam Clayton Powell, Ida B Wells, Marcus Garvey, WEB DuBois, Booker T Washington, Frederick Douglass, Asa Phillip Randolph (there are many, many more!)

You can present this research as you wish. Some suggestions would be: A PowerPoint, poster, leaflet, podcast, documentary. (Anything really as long as it shows your research!)

Examples of information to research about your chosen individuals:

- What did they do that contributed to (helped) the Civil Rights Movement?
- How did their actions help the Civil Rights movement? (help to gain freedoms for black Americans)
- Did they influence/have an impact on other people? Who and how?
- Why are their actions remembered as important still today?

Challenge: Come up with your own questions about the individuals to answer and research and add them into your work.

There is loads of information online, but here is a couple of suggestions:

- <http://www.biography.com/people/groups/activists-civil-rights-activists>
- <http://www.civilrightsmovement.co.uk/key-figures-civil-rights-movement.html>
- <http://www.britannica.com/>
- http://www.bbc.co.uk/history/historic_figures/

TASK TWO:

Weighting up contributions:

1. Sort the 8 individuals shown below (next page) into chronological order. The date reveals a key moment in their career/life.

2. Answer the following questions based on these 8 individuals:

1) What can you learn from these individuals and dates shown about the different **methods** of campaigning used? Did it take a long time to achieve equality? **Write a short paragraph to explain your findings.**

I can learn that lots of different methods were use over time, for example....

This might be because....

It took/ is taking a long time to achieve equality because....

2) **Who made the most important contribution to the achieving equality out of these 8 individuals? Explain your choice.**

I think that the most important contribution to achieving equality was because.....without/if...then.....

3) **Who made the least important contribution to the achieving equality out of these 8 individuals? Explain your choice.**

I think that the least important contribution to achieving equality was because.....

1957 Dorothy Height , former president of the National Council for Negro women campaigned for equality for both African Americans and women.	1954 Legendary baseball player Hank Aaron became one of the first African American baseball players to go into management after his retirement. He was also the first EVER baseball player to hit 30 homeruns in 15 seasons.	1931 Music producer John Hammond was keen to promote African American singers and musicians. He publically supported racial integration within the music industry.
1963 One of the most recognisable faces of the Civil Rights Movement was Martin King Jr. He gave moving speeches to gain support for racial equality.	1964 Mohammed Ali is recognised as one the world's greatest boxers. He was a supporter of racial equality and a recognised public figure.	2008 America elects its first African American president in 2008. Barack Obama demonstrated that attitudes in America had changed. He was elected for a second term in 2012.
1845 Frederick Douglass escaped slavery before becoming an instrumental park of the abolitionist movement through his literature and speeches during the 19 th century.	1955 Rosa Parks was arrested for refusing to give up her seat on a bus in the city of Montgomery. At this time black people were expected to sit at the back of the bus only.	

TASK THREE: Read the information about education. Use the information (and your own research if you wish!) to answer **How effective were campaigns to end segregation in education?**

Try to include both sides of the argument. You can try to write it as an essay, but present it as you wish!

What they improved:

In 1954, the **US Supreme Court** declared that segregated schools were wrong, in the case of **Brown vs Topeka Board of Education**. Linda Brown was a 7 year old black school girl who, like many others, went to an all-black school several kilometres away instead of the local 'white' school a couple of blocks from her house. Although schools were meant to be 'separate but equal', most states spent as much as ten times more on white schools than black ones. So, the NAACP took Linda Brown's case (and 12 other children) to the Supreme Court to argue that this made no sense for Linda. The Supreme Court ruled that segregated schools were inherently unequal, and denied black children equal educational opportunities. This overruled the Supreme Court decision of 1896 (*Plessy v Ferguson*) which had ruled that "separate but equal" facilities were acceptable. (in law, this is called a **precedent**). This marked a victory for the NAACP's long legal campaign to end segregation in schools and it showed that Supreme Court was on civil rights campaigners' side, which gave civil rights campaigners hope and encouragement.

What they could not improve:

It is, however, one thing to pass a law; it is another to get the people to accept it. The Supreme Court gave no date for integrated schools, so by 1964 less than 3% of black children were attending desegregated schools. There was enormous resistance to integration in some southern states – White Citizens Councils formed in the South to defend segregation. Ku Klux Klan also campaigned against integration.

A key test came at **Little Rock, Arkansas, in 1957**. The Little Rock Central High School incident of 1957 in Arkansas brought international attention to the civil rights cause. It was an example of a state fighting against federal authority, national guard troopers facing professional paratroopers and a Governor against a President.

By 1957, some facilities in Little Rock had been desegregated, like libraries, some parks and even the police force. What happened at Little Rock surprised many as the school board and the city's mayor both agreed that token efforts should be made to accept the law desegregating schools. But the Governor of Arkansas, Orville Faubus, had other ideas. Nine very able Black students were allowed to attend what had always been an all-White high school. On the first day, the **Governor of Arkansas, Orval Faubus**, surrounded the school with State National Guard soldiers to stop the black students getting into the school.

After a court ruling, Faubus was forced to remove the soldiers and the nine students turned up for school again. Elizabeth Eckford and the other 8 students faced a mob of 1000 angry white students and adults; they spat at them and some even threatened to kill them. These scenes were captured on television and shown throughout the world. America was shocked at what it saw. In this case, the camera could not lie.

On Monday 23rd September, the nine African American students arrived at the school again. They got in to the school by a delivery entrance. When a large white mob heard that they were in the school building, their anger spilled over and black Americans in the street were attacked. The Mayor of the city phoned the White House to ask for Federal help fearing a total breakdown of law and order. The nine students were smuggled out of the school for their own safety and sent home. The 150 police in attendance clearly showed that they were in sympathy with the mob - one took off his badge and simply walked away.

The next day - the 24th September - another white hate mob turned up at the school and **Eisenhower** was forced to send in 1,100 paratroopers to establish law and order and he federalised the Arkansas National

Guard and put it under Washington's command. It was the first time since the end of the Civil War that federal troops had been sent to the South to assist the black American community there.

His actions pleased no one. The north and west felt that he had been too slow in dispatching federal troops and had not been decisive. The South turned on one of their own - Eisenhower was from the South. The paratroopers stayed until the end of November. The National Guardsmen - under Federal control - stayed for one year. Soldiers even took the students from lesson to lesson. Eight of the nine students stayed for the whole academic year and one - Ernest Green - graduated to college. The students during their year were regularly spat at by a small but nasty minority. The school's principal had his life threatened and threats were made to bomb the school.

At the end of the year, Faubus closed all schools in Little Rock to prevent integration, but the Supreme Court ruled that this was illegal and forced him to reopen them. This was a triumph in some ways because it showed the support of the President and the legal system for Civil Rights. As part of a media circus, it proved compulsive viewing - what happened was shown throughout the western world and brought the civil rights issue into the living rooms of many people who may have been unaware of what was going on in the South.

However, events at Little Rock **did not change public opinion**. For example, Orval Faubus was voted as one of America's top ten most admired men in a public opinion poll. Faubus was re-elected for another four terms as Governor of Arkansas. In this sense, he lost the battle of Little Rock but he won the war. As late as 1964, only 3% of African American school children attended desegregated schools.

Another example of failed campaigns in education was **James Meredith**, a black student, who tried to attend the University of Mississippi, a 'white only' university. Up until 1961, no black person had ever been admitted to the University of Mississippi. In that year, the Governor Ross Barnett had physically barred James Meredith from entry. In June 1962, however, a federal court ruled that he was entitled to attend. This showed how much the legal progress had been made with regards to integrated education. All that was needed was someone to be the first to break this racial barrier, in mind of all of the risks.

Governor Barnett and US Attorney General Robert Kennedy disagreed about whether Meredith should be allowed to take up his place. In the end, Barnett made a secret agreement with Kennedy that he could attend if Barnett could make a public protest. However, Barnett did not keep his word to provide protection. When Meredith arrived for registration at the university the following day, angry mobs assembled and there was a delay in sending federal troops to protect him. By the time they arrived, violence had erupted as up to 170 federal marshals tried to control the disorder.

America's president **John F Kennedy** had to send 500 US Marshals to the university. Meredith survived but two onlookers, including a French journalist, were killed. Petrol bombs were thrown at officials and a lead pipe cut down one marshal. A TV reporter was also brutally attacked in his car.

Although Meredith continued to attend the university, he was segregated on campus, eating alone for example. School segregation in Mississippi remained almost completely intact. In fact, in 11 southern states, only 31,000 out of 3 million school pupils were integrated in schools.

Martin Luther King Jr had expressed admiration for Meredith, but nonetheless felt that his success smacked of tokenism. Whilst allowing a limited number of black people into all-white university or school might break the colour bar, King argued that this was merely a token gesture. The Civil Rights Movement of the 1960s generally fought against such measures, as they wanted equal opportunity for all. As with a number of protests and breakthroughs, whilst the Supreme Court could make rulings to desegregate facilities, education and transport, it needed the enforcement of the federal government to have a significant impact.

TASK FOUR:

Reviewing your research and pulling it all together:

Based on the figures that you have explored, choose a way to present an answer to the following question:

Who made the greatest contribution to the Civil Rights movement?

You should pick one of the individuals you have read about/researched.

You could present your work as a poster, power point, make a film, write a short story/comic, give a talk, write a play etc.

You should look to explore at least two of the people that you have explored from Task 1, 2 and 3. Try to use PEEL:

I think that the most important contribution to achieving equality was

For example.....

This helped to achieve equality because.....

I think that this was the most important contribution to achieving equality because.....without/if...then.....

This was more important than other contributions / methods because

Remember that there is no right answer! It's the justification that counts.