

UNIT XXIX

CIVIL RIGHTS MOVEMENTS OF THE 50s, 60s, 70s

The Civil Rights movement that started during the Truman presidency continued during the Eisenhower 50s and reached fruition during the turbulent 60s. In less than two decades the Jim Crow segregation system that had existed since the end of Reconstruction was overturned. It took a combination of legal challenges, peaceful means of protest, and economic boycotts to end legal segregation.

Eisenhower Years

• *Brown vs. Board of Education of Topeka*

This 1954 case overturned the 1896 case of *Plessy v. Ferguson* that had established the doctrine of “separate but equal” segregation in public facilities. Linda Brown was an eight-year old black girl who had to cross Topeka, Kansas to attend grade school, while her white friends were able to attend classes at a public school just a few blocks away. The Topeka School system was segregated on the basis of race, and under the separate but equal doctrine, this arrangement was acceptable and legal. The lead attorney for the NAACP that represented the plaintiffs was Thurgood Marshall who later became the first African American on the Supreme Court. The Supreme Court’s unanimous ruling written by Chief Justice Earl Warren in ringing words declared, “We conclude that, in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.” The *Brown* decision initiated educational and social reform throughout the United States and was a catalyst in launching the modern Civil Rights movement.

• **Southern Manifesto**

Opposition to the Brown decision was intense as 101 southern members of Congress signed this document. It denounced the Brown decision as “a clear abuse of judicial power....which is destroying the amicable



relations between the white and Negro races.” A number of southern members of Congress refused to sign it including Senate Majority Leader Lyndon Johnson of Texas.

• **White Citizens Councils**

These were formed in response to the Brown decision and they favored continued segregation of the races. They were successful for a time in blocking integration by using legal maneuvers as well as the economic pressure of mortgage foreclosures, job dismissals, and the withdrawal of credit. In some instances they forced the closure of the public schools. They were aided by the Supreme Court which used the term “all deliberate speed” in its ruling in the Brown decision. This enabled school districts to drag their feet and one year after the ruling there was not a single black student attending schools with whites in eight southern states.

• **Montgomery Bus Boycott (1955-1956)**

This event started when Rosa Parks refused to give up her seat on a bus to a white man in violation of state and local laws. Parks was arrested and fined \$10 for not moving to the back of the bus. Under the leadership of Rev. Dr. Martin Luther King, Jr. a boycott was launched lasting more than a year that resulted in the bus company losing 65% of its normal income. Montgomery city officials struck a blow to the boycott when they announced that any cab driver charging less than the 45-cent minimum fare would be prosecuted. Since the boycott began, the black cab services had been charging blacks only 10-cents to ride, the same price as the bus fare, but this service would now be illegal. To further stop the boycott the Montgomery municipal government indicted 89 blacks under an old law prohibiting boycotts. King was the first defendant to be tried and as press from around the nation looked on, he was ordered to pay a \$500 fine plus \$500 in court costs or spend 386 days in the state penitentiary. Other tactics were used to stop the boycott such as bombing King’s house. Finally, on November 13, 1956, the U.S. Supreme Court upheld an earlier federal court’s ruling, declaring segregation on buses unconstitutional. The Montgomery Bus Boycott was officially over and the buses were integrated.

• **Little Rock 9**

Inspired by the Brown decision, nine black students attempted to integrate Little Rock High School in 1957. Governor Orville Faubus ordered the Arkansas National Guard to monitor the school. When the group of students arrived at Central High on September 3, they were kept from entering the school by the National Guardsmen. On September 20, an injunction against Governor Faubus was issued and three days later the group of nine students returned to Central High School. Although the students were not physically injured, several black reporters were as a mob of 1,000 townspeople prevented the students from remaining at school. Finally, after a great deal of pressure and many diplomatic efforts, President Eisenhower intervened militarily ordering 1,000 paratroopers of the 101st Airborne to Little Rock as well as nationalizing the Arkansas National Guard. These troops would guarantee that the school would be integrated and that the “Little Rock 9” would be protected as they attended classes. This was the first instance since Reconstruction where federal troops were used to protect the civil rights of black citizens in the South.

• **Civil Rights Act of 1957**

Eisenhower never publicly gave support to the Civil Rights movement believing that you could not force people to change their beliefs and such changes had to come from the heart, not as the result of legislation from Washington. However, he did push through during his presidency the 1957 Civil Rights Act that aimed to ensure that all African Americans could exercise their right to vote. Southern Democrats in the Senate watered down the bill with the provision that any person found guilty of obstructing someone’s right to register, faced the prospect of punishment by jury trial in the South. This meant the accused had to face an all-white jury as only whites could be jury members. Political support and public confidence for the Act were eroded when Eisenhower publicly admitted that he did not understand parts of it.



- **Civil Rights Act of 1960**

As a reaction to a violent outbreak of bombings against churches and schools in the South, the 1960 Civil Rights Act introduced penalties that were to be levied against anybody who obstructed someone's attempt to register to vote or someone's attempt to actually vote. A Civil Rights Commission was also created but both the 1957 and 1960 laws only increased black voting by 3%. Politicians from the South were furious over what they saw as Federal interference in state's affairs.

- **Greensboro Sit-In (1960)**

This student protest began on February 1, 1960, when four North Carolina A&T freshmen sat down at the downtown Woolworth lunch counter and tried to order something to eat and drink. They were told that people of their race had to stand up at another counter to eat. The young men stayed until the store closed and students returned to sit-in the next day. This peaceful protest continued for nearly six months, and similar protests sprang up across the South. In July 1960, three local stores changed their policies to allow integrated lunch counters that served people regardless of race or color and allowed anyone to sit down when there was an empty seat.

- **Freedom Rides**

The first Freedom Rides took place in the late 1940s and were unsuccessful. The Freedom Riders of the early 1960s, organized by the Congress of Racial Equality (CORE) headed by James Farmer, rode through the South seeking integration of the bus, rail, and airport terminals. After training in non-violent techniques, black and white volunteers sat next to each other as they traveled through the South in 1961. There were no incidents in the upper South but when they reached the lower South these thirteen volunteers were attacked in Georgia, Alabama and Mississippi. One bus was destroyed and the riders on another bus were attacked by men armed with clubs, bricks, iron pipes and knives. The Attorney General, Robert Kennedy, sent John Seigenthaler to accompany the Freedom Riders and he was beaten as well by the mob. In Birmingham, the passengers were greeted by members of the Ku Klux Klan who committed further acts of violence. At Montgomery, the state capital, a white mob beat the riders with chains and ax handles. The Ku Klux Klan hoped that this violent treatment would stop other young people from taking part in Freedom Rides. However, over the next six months more than a thousand people took part in Freedom Rides. With the local authorities unwilling to protect these citizens, President John F. Kennedy sent Byron White and 500 federal marshals from the North to do the job.

Kennedy Years

- **Meredith at Old Miss (1962)**

A 29 year- old Air Force veteran, African American James Meredith tried to enroll in a class at the University of Mississippi and met violent opposition including that of the governor Ross Barnett. Kennedy ordered federal marshals and federal troops to Mississippi as well as federalizing the National Guard to assure Meredith's admittance. He would ultimately get his degree at the cost of \$4 million in government expenditures for his protection.

- **Voter Education Project**

Supported by Kennedy, Martin Luther King attempted to register disenfranchised African American voters in the South.

- **University of Alabama Integration**

Governor George Wallace backed down from his refusal to allow the integration of the University of Alabama when Kennedy federalized the National Guard in that state.



• **Robert Kennedy and Civil Rights**

By enforcing provisions of the 1957 and 1960 Civil Rights Laws, the Attorney General who was the President's brother brought more than 50 suits in 4 states to secure the right to vote for African Americans.

• **Executive Order**

Issued by President Kennedy in 1962, it prohibited racial or religious discrimination in housing built or purchased with federal aid.

• **March on Birmingham**

In 1963, Martin Luther King attempted to desegregate Birmingham, Alabama. Despite the Southern Christian Leadership Conference's non-violent approach, scenes of water cannons and police dogs used by the police on demonstrators caused an international outcry that led to federal intervention by the Kennedy administration. "Jim Crow" signs in Birmingham came down and public places were more open to blacks. The Birmingham campaign in shutting down the city became a model of direct action protest. By attracting media attention to the adverse treatment of blacks, Birmingham brought national attention to the issue of segregation. Although desegregation occurred slowly in Birmingham, the campaign was a major factor in the national push towards the Civil Rights Act of 1964.

• **March on Washington D. C. (1963)**

A. Phillip Randolph, who had first proposed the idea of a march on Washington in 1944 to pressure FDR to have the defense industry hire African Americans, addressed the crowd of an estimated 200,000 by demanding passage of meaningful civil rights legislation; an immediate end to all school segregation; protection for all civil rights protestors against police brutality; a major public works program for all unemployed; a federal law prohibiting racial discrimination in the workplace; a \$2 minimum wage; and self government for the District of Columbia.

• **"I Have a Dream Speech"**

Martin Luther King delivered the most famous speech at the Washington civil rights demonstration (March on Washington) when he declared "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."

Johnson Years

• **Civil Rights Act of 1964**

"All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin."

1. Public accommodations included any inn, hotel, motel, or other establishment which provides lodging to transient guests, other than boarding houses of five rooms or less in which the proprietor lives;
2. any restaurant, cafeteria, lunchroom, lunch counter, soda fountain, or other facility principally engaged in selling food for consumption on the premises, including, but not limited to, any such facility located on the premises of any retail establishment; or any gasoline station;
3. any motion picture house, theater, concert hall, sports arena, stadium or other place of exhibition or entertainment.

• **Affirmative Action**

When Congress approved Title VII of the Civil Rights Act of 1964 it was intended to ban job discrimination. It had affirmed a color-blind system that hiring was to be done without regard to race, religion, sex, or national



origin. Nixon's modification of Johnson's affirmative action program transformed the system from one that was designed to protect individuals to one that would protect designated groups. After 1970, many American institutions were required to set aside what in effect were quotas. This dramatic and rapid transformation took place as a result of Nixon's executive decision and court interpretations. Critics of the system called it reverse discrimination and much of it was upheld in a series of divided court decisions.

• **Voting Rights Act of 1965**

This law empowered the federal government to oversee voter registration and elections in counties that had used tests to determine voter eligibility or where registration or turnout had been less than 50% in the 1964 presidential election. It also banned discriminatory literacy tests and expanded voting rights for non-English speaking Americans. In a 5-4 decision the law was significantly weakened by the Supreme Court in 2013.

Protests and Black Power

• **Watts Riot of 1965**

The Watts riot began when white police officers stopped an intoxicated black driver in South Central Los Angeles. He resisted arrest and was forcibly subdued while rumors spread that the police had attacked a pregnant black woman. The incident snowballed into a five-day conflagration, with blacks destroying a thousand businesses as they cried "burn, baby burn" and thirty-four people died, more than 1,000 were hospitalized and nearly 4,000 were arrested. This was the first episode in a series of "long hot summers" in the '60s, when blacks went on to riot and loot in one city after another. African Americans believed that a history of police brutality and the poverty that existed in the black ghettos contributed to the rioting. In Detroit in 1965, there were 43 deaths, more than 7,200 arrests, and about 2,500 stores trashed. In the past urban riots had been whites on blacks. This marked a change as some blacks would destroy and burn up their own neighborhoods as an example of the protests of the 1960s.

• **Selma to Montgomery**

On Sunday March 7, 1965, about 525 people began a fifty-four mile march from Selma, Alabama to the state capitol in Montgomery. They were demonstrating for African American voting rights and to commemorate the deaths of freedom-riders. On the outskirts of Selma, after they crossed the Edmund Pettus Bridge, the marchers, in plain sight of photographers and journalists, were brutally assaulted by heavily armed state troopers and deputies in an event that became known as Bloody Sunday. After seeing the event on television Civil Rights leaders descended on Selma and Martin Luther King Jr. led a 5 day 54 mile march from Selma to Montgomery Alabama under protection of a federalized National Guard. As 25,000 protestors stood before the state house in Alabama the Voting Rights Act of 1965 passed Congress.

• **Black Power**

Rejecting the non-violent, integrationist, legalistic and coalition building approach of traditional civil rights groups like the NAACP, the Black Power movement advocated black control of organizations (SNCC was reorganized so only blacks could serve as leaders), self-determination, and a new racial consciousness and racial pride among blacks in the United States. The Black Power movement encouraged the improvement of African American communities, rather than the fight for complete integration and featured slogans such as "Black is Beautiful." The movement also featured a return to African roots with hairstyles such as the natural "Afro" instead of the Conk (straitening of the hair by processing it with lye).

• **SNCC**

The Student Nonviolent Coordinating Committee (SNCC) was a political organization formed in 1960 by black college students dedicated to overturning segregation in the South and giving young blacks a stronger voice in the civil rights movement. In 1966, a faction of SNCC committed to black separatism and headed by



Stokely Carmichael took over the organization from John Lewis, who favored integration. SNCC then began to eject its white members. Carmichael soon issued a call for Black Power with its insistence on racial dignity and black self-reliance and the use of violence as a legitimate means of self-defense. Carmichael and his successor as chairman of SNCC, H. “Rap” Brown, became national symbols of black radicalism.

• **CORE**

Originally organized in 1942 by an interracial group of students in Chicago, the Congress of Racial Equality had some success in integrating facilities in the North in the 1940s and 1950s. It organized the Freedom Rides in 1961, and in 1964 CORE participated in the Mississippi Freedom Summer project where three CORE activists, James Chaney, Andrew Goodman and Michael Schwerner were killed while trying to register blacks to vote. In 1966, under mounting pressure, the original founder James Farmer stepped down as National Director and was replaced by the more militant Floyd McKissick. McKissick endorsed the term “Black Power” and was a much more acceptable leader to the increasingly radicalized black community.

• **Martin Luther King Jr.**

Starting with his leadership in the Montgomery bus boycott, King became a leading spokesman for integration with his emphasis on using the civil disobedience of Henry David Thoreau and the non-violent protest of Mahatma Gandhi. The Southern Christian Leadership Conference (SCLC) was established in 1957 to coordinate the action of local protest groups throughout the South. Under King’s leadership, the organization utilized the power and independence of black churches as the strength of its activities. After the success of the march on Washington, King’s “I Have a Dream” speech, and the Selma March, King and the SCLC were often criticized for being too moderate and overly dependent on the support of white liberals by the growing Black Power movement. It was during this period that SCLC began to shift its attention toward economic inequality. Seeing poverty as the root of inner-city violence, SCLC planned the Poor People’s Campaign to push for federal legislation that would guarantee employment, income, and housing for economically disadvantaged blacks. King’s assassination by James Earl Ray in 1968 set off a wave of riots in 125 cities in 29 states.

• **Malcolm X**

Originally named Malcolm Little and later called El-Hajj Malik El-Shabazz, Malcolm X became a Black Muslim while serving a prison term. His charisma led to him quickly becoming very prominent in the movement with a following equaling that of its leader, Elijah Muhammad. In 1963, Malcolm X was suspended by Elijah Muhammad because of a speech where Malcolm X suggested that President Kennedy’s assassination was a matter of the “chickens coming home to roost.” He formed a rival organization of his own, the Muslim Mosque, Inc., and after a pilgrimage to Mecca, converted to orthodox Islam with his new belief that there could be brotherhood between blacks and whites. In his Organization of Afro-American Unity, formed after he returned from Mecca, his tone was still that of militant black nationalism but no longer favoring separation. The popularity of his autobiography added to his influence, but he was assassinated in 1965 by Black Muslims who were never prosecuted for the crime.

• **Black Panthers**

In 1966 in Oakland, California Huey Newton and Bobby Seale founded the Black Panther Party for Self-Defense. The Black Panthers were a militant organization that fought to establish revolutionary socialism through mass organizing and community based programs. An early leader was Eldridge Cleaver who gained prominence for his book *Soul on Ice* explaining the black experience and character written while he was in prison. The Black Panther Party took the position that black people in America and the Vietnamese people were waging a common struggle, as comrades-in-arms, against a common enemy the U.S. government. In 1967, a small group of Black Panther Party members, led by Bobby Seale, marched into the California legislature fully armed as a protest against a pending gun control bill (which became the Mulford Act) aimed at the Black Panther Party. In 1967, Huey Newton was shot, arrested and charged with the murder of a white



police officer after a gun battle on the streets of Oakland. Young whites, angry and disillusioned with America over the Vietnam War, raised their voices with young, urban blacks, with the cry—"Free Huey!" After three mistrials, Newton was cleared in 1971 and he fled to Cuba in 1974 to avoid drug and murder charges. The Black Panthers began to develop a series of social programs to provide services to black poor people promoting a model for an alternative, more humane society. These programs, the most popular being the Free Breakfast for Children Program, were referred to as "survival programs," and were operated by Party members under the slogan "survival pending revolution." With many of its members under indictment, in jail, in exile, or no longer alive, the Black Panthers fell apart in the late 1970s.

Women's Movement

• *The Feminine Mystique*

This book written by Betty Friedan in 1963 sparked a national debate about women's roles as it defined women's unhappiness as "the problem that has no name." Friedan blamed the idealized image of femininity that she called the "feminine mystique" as the problem. According to Friedan, women had been encouraged to confine themselves to the narrow roles of housewife and mother, forsaking education and career aspirations in the process. Because of the "mystique" women had been denied the opportunity to develop their own identities, which could ultimately lead to problems for women and their families. Friedan saw the "feminine mystique" as a failed social experiment that World War II and the Cold War helped to create.

• Title VII

This section of the Civil Rights Act of 1964 (ironically included at the insistence of southern politicians who were trying to scuttle the bill) prohibited discrimination in employment on the basis of sex as well as race. This would lead to expanded economic opportunities for women.

• NOW

The National Organization of Women began at a 1966 conference on the status of women in order to form a civil rights organization for women. Founded by Betty Friedan, Pauli Murray, and Shirley Chisholm, its goals were: passage of a constitutional amendment guaranteeing equal rights for all; enforcement of Title VII of the Civil Rights Act; maternity leave benefits; child care; equal and unsegregated education; equal job training opportunities; and abortion rights. Friedan became NOW's first President.

• National Women's Political Caucus

Founded by Gloria Steinem and a member of Congress Bella Abzug, it worked to put women in political office and supported candidates who were sympathetic to women's issues.

• Ms. Magazine

First published in 1972, it took up issues that had not been covered in traditional women's magazines. Called Ms. by its founder Gloria Steinem it helped popularize that title for women to replace Miss or Mrs., when a woman's marital status was considered irrelevant or unknown.

• Women in Education

Women's Studies courses became prevalent in college and former all male schools went co-educational. From 37% of the college graduates in 1960 women constitute 59% of college graduates today. Under Title IX of the Educational Amendment Act of 1972, women's athletics were to receive equality with men's athletics. The growth of women's sports teams in high school and college is directly attributable to this law.



• **Radical Feminists**

Grassroots organizations that favored more dramatic protests such as ridiculing the 1968 Miss America contest in Atlantic City by crowning a sheep as the winner and, allegedly (never proven), burning their bras and other female accoutrements in protest of their feminine enslavement. Consciousness-raising sessions were held for women to talk openly about their situation and bond with other women.

• **Equal Rights Amendment**

“Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction.” This amendment was introduced in every session of Congress from 1924 until it passed in reworded form in 1972. The Equal Rights Amendment passed the U.S. Senate and then the House of Representatives, and the proposed 27th Amendment to the Constitution was sent to the states for ratification. Congress placed a seven-year deadline on the ratification process. Like the 19th Amendment before it, the ERA barreled out of Congress, getting 22 of the necessary 38 state ratifications in the first year. But the pace slowed as opposition began to organize—only eight ratifications in 1973, three in 1974, one in 1975, and none in 1976. Arguments by ERA opponents such as Phyllis Schlafly, right-wing leader of the Eagle Forum, claimed that the ERA would deny woman’s right to be supported by her husband, privacy rights would be overturned, women would be sent into combat, and abortion rights and homosexual marriages would be upheld. States’-rights advocates said the ERA was a federal power grab, and business interests such as the insurance industry opposed a measure they believed would cost them money. Opposition to the ERA was often led by fundamentalist Christian religious groups. In 1977, Indiana became the 35th and last state to ratify the ERA. Other states postponed consideration, defeated ratification bills or passed rescission bills. As the 1979 deadline approached ERA advocates appealed to Congress for an indefinite extension of the time limit and Congress granted an extension until June 30, 1982. The political tide turned more conservative and in 1980 the Republican Party removed ERA support from its platform and Ronald Reagan was elected president. ERA did not succeed in getting three more state ratifications before the deadline passed.

• **Anti-Feminism**

Women opposed to the women’s movement especially the radical feminist began to emerge and Phyllis Schlafly led a campaign against passage the equal rights amendment that eventually succeeded and kept that amendment from becoming law. With these attacks the word feminism became a pejorative one to many individuals and the first wave of the movement seemed to stall out.

Hispanic Movement

• **Hispanic**

This term refers to those who had come from Spanish speaking lands in the Western Hemisphere. Recently the preferred term has been changed to Latino.

• **Grape Boycott**

Led by Cesar Chavez, founder of the United Farm Workers Union, this national boycott of table grapes lasted from 1965 to 1970. It led to the signing of contracts that gave farm workers significant benefits and made Chavez a national hero to Hispanics.

• **Chicanos**

An ethnic label connoting pride that was adopted by many Mexican Americans. In the late 1960s, Mexican-American youth, inspired by the farm workers’ strike in California, the African American freedom struggle, and the youth revolts of the time, began using the label ‘Chicano’ to describe their cultural heritage and assert their energy and emerging militancy. In appropriating a word that previously had a negative connotation, Mexican-American youth turned ‘Chicano’ into a politically charged term used for self-identification that was



a cultural as well as a political movement. This militancy led to the formation of the Brown Berets that was patterned after the Black Panther Party who wore Black Berets.

- **Braceros**

The program of bringing temporary agricultural workers from Mexico into the U.S. that started in WWII was ended in 1965 primarily because Mexican Americans complained about the poor working conditions. Cesar Chavez and Dolores Huerta led the movement to end this guest worker program. Another reason for its demise was the increase in immigration, both legal and illegal, from Latin American countries in the 1960s.

- **Civil Rights and Hispanics**

Originally classified as white, Hispanics did not receive the same protections as other minorities until a federal court in 1970 ruled Mexican Americans constituted a “identifiable ethnic minority with a pattern of discrimination.”

- **Bilingual Education Act**

Passed in 1968 it provided money for schools to develop programs where students would be taught in both Spanish and English. The Supreme Court ruled the law constitutional in 1974 when it said schools had to meet the needs of children with limited knowledge of English. There was never agreement on just how the act would be implemented in the classroom. Parents and community activist typically favored enrichment models based on multilingual, multicultural curricula, while educators largely endorsed programs of compensatory education that would assimilate children to traditional English-speaking classrooms. Enrichment models treated the non-English language as an asset to be preserved, while compensatory models treated it as a barrier to be overcome in learning English. Throughout the Act’s history, controversy over the role of native-language instruction and English immersion persisted. The original Act and its many revisions were nullified by the No Child Left Behind Act under George W. Bush.

- **La Raza Unida**

This was an attempt to organize the diverse Hispanic community into a national political party. It had some success in electing officials in south Texas.

- **MEChA**

Formed in 1969, the *Movimiento Estudiantil Chicano de Aztlán* was formed to promote an awareness of Chicano history by education and political action. Members of MEChA said the organization’s main purpose was to educate Chicano youth into seeing the value of education, and to provide college preparatory outreach to high school students. It also favored the *reconquista* of the Southwest into a Spanish dominated culture. Popular on college campuses, it called for civil rights for Mexican illegal immigrants and demanded Spanish language and cultural education.

- **Brown Power**

As a movement of racial pride, it was an intense attachment to “Mexican culture”—the whole complex of family, feelings, food, music, history and social mannerisms that are accepted as “Mexican.” It was also a protest against poor education, jobs, and economic misery in the Southwestern barrios as well as a consciousness of the Indian past and the historic land issue question with the dominant Anglo culture.

Native Americans

- **Native Americans**

A new name adopted by Indians in the United States (Indians in Canada have adopted the name First Nations) that is often used in place of Indians. The term became the political correct way of describing the indigenous



people in North America. The term Indian given to the indigenous people by Europeans fell into disrepute but has been revived in recent years because of the popularity of gaming (formerly called gambling) at “Indian Casinos.”

• **Early Accomplishments**

After the abandonment of Eisenhower’s termination policy in 1963, various tribes negotiated with museums and universities for a return of sacred objects that had been taken away and they filed numerous lawsuits to regain their historic lands.

• **AIM (1968)**

American Indian Movement organized in Minneapolis-St. Paul by a group of Indian ex-cons including Clyde Bellecourt, Dennis Banks and George Mitchell. They put pressure, through sit-ins and other methods, on the “War on Poverty” bureaucracy to ensure greater Indian representation in decision-making, and they helped Indians organize themselves for self-protection against the police and the judicial system.

• **Alcatraz (1969-1971)**

In accordance with U.S. law that said abandoned federal property would revert to the Indians, the abandoned federal prison in San Francisco Bay was taken over by AIM and occupied for 19 months. The federal government initially insisted that the Indian people leave the island, placed an ineffective barricade around the island, and eventually agreed to demands by the Indian council that formal negotiations be held. The Indians led by Richard Oakes wanted the deed to the island, the establishment of an Indian university, a cultural center, and a museum. The siege ended when the government turned off the electricity and removed the water barge that had been supplying fresh water. Most people left and public support had waned as the originally group of 100 (80 UCLA students) had been replaced by other urbanites including many from the drug culture of the Haight-Asbury district. On June 10, 1971, armed federal marshals, FBI agents, and special -forces police swarmed the island and removed five women, four children, and six unarmed Indian men. The occupation was over but it had gained a great deal of publicity for the Indian movement.

• **Wounded Knee (1973)**

For 71 days, members of the Oglala Sioux, many who were members of AIM (American Indian Movement) held residents of Wounded Knee captive as they declared the town liberated from outside control. The U.S. Marshall’s office immediately surrounded the town with a major military force. When the siege was lifted the issues of corruption of the reservation system, broken treaties, and the desire for Indians for self-determination, as well as the poverty of Indians came to the attention of the nation.

• **Court Challenges**

A series of court challenges resulted in some land being returned to the Indians and some tribes receiving millions of dollars in claims settlements by the federal government.

• **Casinos**

In recent years Indians have built a number of gambling casinos on tribal land that have become a huge source of revenue for some tribes. Quirks in federal and state law allow the tribes to build these gambling halls as they are considered sovereign nations. The Indian term for these gambling establishments is “gaming.” Since the early 1980s, several tribes in Florida and California began raising revenues by operating bingo games offering larger prizes than those allowed under state law. When the states threatened to close the operations, the tribes sued in federal court—*Seminole Tribe vs. Butterworth* (1979) and *California vs. Cabazon Band* (1987) and won. The courts formally recognized Indians right to conduct gaming operations as long as the games are not criminally prohibited by the states. In 1988, Congress formally recognized, but limited the rights of Native Americans to conduct gaming operations with the passage of the Indian Gaming Regulatory Act (IGRA). The



IGRA required tribes to negotiate with states concerning games to be played and regulations of those games while it ensures that tribal governments are the sole owners and primary beneficiaries of gaming. The states as promoters of the IGRA collect significant tax revenues off of Indian gaming (i.e. gambling).

UNIT XXIX

MULTIPLE-CHOICE QUESTIONS

Questions 1-3 refer to the following:

“We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.”

Brown v. Board of Education of Topeka, Kansas, 1954

1. The concept of “separate but equal” overturned in the Brown decision, was originally established by the Supreme Court in which earlier court decision?
 - (A) Gibbons v. Ogden
 - (B) Plessy v. Ferguson
 - (C) Marbury v. Madison
 - (D) Dred Scott v. Sanford
2. The part of the Constitution that the court used for their ruling in the Brown case was the
 - (A) due process of law clause the 14th Amendment
 - (B) establish justice and insure domestic tranquility clause of the preamble
 - (C) equal protection of the laws clause in the 14th Amendment
 - (D) freedom of speech clause of the 1st Amendment
3. What term did Chief Justice Warren use, speaking for a unanimous court, that means intrinsic or belonging by nature, to describe separate educational facilities?
 - (A) Natural
 - (B) Lawful
 - (C) Constitutional
 - (D) Inherent



Questions 4-6 refer to the following:



4. What did Rosa Park do in 1955 that inspired this political cartoon?
- (A) Spoke out against discrimination in church
 - (B) Enrolled in an all-white university in the South
 - (C) Refused to move to the back of the bus as required by law
 - (D) Sat in at a lunch counter that was for whites only
5. Rosa Park's arrest for defying segregation laws in 1955 directly resulted in
- (A) the 13 month Montgomery bus boycott that ended segregation on public busses
 - (B) integration of the public high schools in the states that had been part of the Confederacy
 - (C) the Civil Rights Act of 1964 giving Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, and retail stores
 - (D) the right to vote in all federal elections
6. The actions of Rosa Park in 1955 inspired all of the following civil rights actions EXCEPT
- (A) sit-in to integrate Woolworth's lunch counter by four black college students in Greensboro North Carolina in 1960
 - (B) racially mixed groups of "freedom riders" who brought attention to the movement as they rode integrated busses that were physically attacked by segregationists
 - (C) the 1960 Supreme Court decision in *Boynton v. Virginia* that overturned a judgment against a black law student for trespassing by being in a restaurant in a bus terminal which was designated "whites only."
 - (D) the Supreme Court striking down the "separate but equal" doctrine of *Plessy v. Ferguson* for public education and requiring the desegregation of schools



Questions 7-8 refer to the following:

“... we have not made a single gain in civil rights without determined legal and nonviolent pressure.... We know through painful experience that freedom is never voluntarily given by the oppressor. It must be demanded by the oppressed.... For years now I have heard the words (sic) ‘Wait!’ It rings in the ear of every Negro with a piercing familiarity. This ‘Wait’ has almost always meant ‘Never.’ We must come to see with the ... jurist of yesterday that ‘justice... delayed is justice denied.’ We have waited for more than three hundred and forty years for our constitutional and God-given rights. I guess it is easy for those who have never felt the stinging darts of segregation to say, ‘Wait,...’ Any law that degrades human personality is unjust. All segregation statues are unjust...”

Martin Luther King Jr., “Letter from a Birmingham Jail,” 1963

7. Gains in civil rights for black American basically meant an end to which system?
- (A) Jim Crow
 - (B) Jim Dandy
 - (C) Stepin Fetchit
 - (D) Uncle Tom
8. In the passage above Martin Luther King Jr., is speaking out against
- (A) those who use non-violent pressure to achieve their goals
 - (B) gradualists who want the civil rights movement to end segregation to slow down
 - (C) the belief that justice delayed is justice denied
 - (D) violent actions taken by civil rights radical advocates



Questions 9-11 refer to the following:

“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 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....

when we allow freedom to ring,... 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!”

Martin Luther King Jr., “Speech” 1963

9. The passage above is a speech that was part of which movement?
- (A) Populism
 - (B) Progressivism
 - (C) Civil Rights
 - (D) Counter Culture
10. Which government program to designed to help African Americans has been interpreted by some conservative critics as going against King’s speech when he said, “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?”
- (A) Voting Rights Act of 1965
 - (B) Philadelphia Plan/Affirmative Action
 - (C) Title IX
 - (D) Civil Rights Act of 1964
11. Martin Luther King Jr’s speech refers to which of the following documents?
- (A) Declaration of Independence
 - (B) Constitution
 - (C) Bill of Rights
 - (D) Emancipation Proclamation



Questions 12-15 refer to which of the following:

“The problem that has no name—which is simply the fact that American women are kept from growing to their full human capacities—is taking a far greater toll on the physical and mental health of our country than any known disease.... The problem lay buried, unspoken for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban housewife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night, she was afraid to ask even of herself the silent question ‘Is this all’The feminine mystique has succeeded in burying millions of American women alive.”

Betty Friedan, *The Feminine Mystique*, 1963

12. The document above indicates that women in the 1950s were unhappy because
- (A) their status was being defined solely by their role as a wife and mother
 - (B) they had little control over Cold War terror like their fear of “the bomb”
 - (C) they wanted to return to their previous roles modeled after “Rosie the Riveter”
 - (D) the suburban lifestyle offered few material comforts
13. Which of the following organizations was formed and inspired by Friedan’s book?
- (A) CORE
 - (B) NAACP
 - (C) NOW
 - (D) MECHa
14. All of the following were considered to be successes for the women’s movement launched by Friedan’s book EXCEPT
- (A) *Griswold v. Connecticut*
 - (B) Ratification of the Equal Rights Amendment
 - (C) Launching of Ms Magazine
 - (D) Title IX of the Education Amendments of 1972
15. When the document uses the term feminine mystique, this mystique is the
- (A) aura of mystery that surrounds the women in the 1950s
 - (B) uplifting of women to a superior status in the household
 - (C) high regard that the 1950s women felt for the battles that earlier feminist had fought
 - (D) suburban homemaker or housewife ideal of femininity