

**PONTEFRACT**

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# **OUT OF LESSON BOOKLET**

## **TERM 1**

## **HISTORY**

## **YEAR 11**



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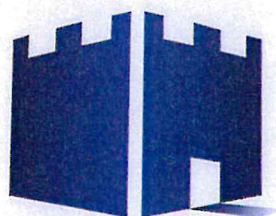




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# WEEK 1



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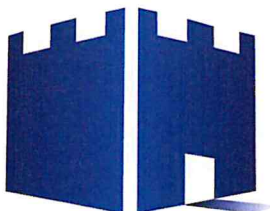




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# LESSON 1



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**Planner** Please have your planner open on today's date **Date:** 18 September 2020


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**Do**


What was the USA like in the 1950s?



Watch this clip on Jim Crow laws – which element shocks you the most?

<https://www.youtube.com/watch?v=ij6DWZ-W-KA>

**Key Terms:** Jim Crow Laws / Discrimination / Segregation


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**Learning Focus:**  
To understand the context of the Deep South USA in the 1950s.

**Key Terms:** Jim Crow Laws / Discrimination / Segregation

**Learning Outcomes:**

- To describe what Jim Crow Laws were.
- To explain why black Americans couldn't complain.



**Key Terms:** Jim Crow Laws / Discrimination / Segregation







## 1865-1877



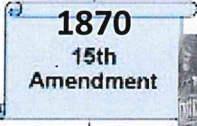
**Civil War Reconstruction Amendments**

**1865**  
13th Amendment

Bans slavery in U. S. states and territories


**1868**  
14th Amendment


Defines citizenship and grants equal protection under the law for all citizens.




**1870**  
15th Amendment

Gives citizens the right to vote regardless of race, color, or previous condition of servitude.






**Key Terms:** Jim Crow Laws / Discrimination / Segregation



## 1877-1965



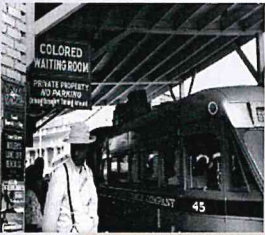

JOE T. KEMP  
THE ORIGINAL JIM CROW  
Illustration by CAROL R. BROWN

### JIM CROW LAWS

**"IT SHALL BE UNLAWFUL** for a negro and white person to play together or in company with each other in any game of cards or dice, dominoes or checkers."  
BIRMINGHAM, ALABAMA, 1930

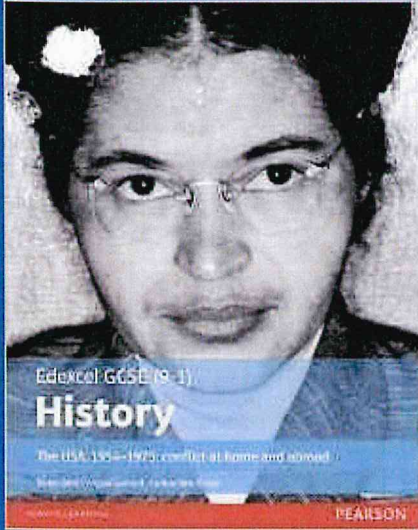
**"IT SHALL BE UNLAWFUL** for any white prisoner to be handcuffed or otherwise chained or tied to a negro prisoner."  
ARKANSAS, 1903

**"NO COLORED BARBER** shall serve as a barber to white women or girls."  
ATLANTA, GEORGIA, 1926

**Key Terms:** Jim Crow Laws / Discrimination / Segregation

Task: Read pp.2, up-to Attitudes in the South of your **booklets**.




**Key Terms:** Jim Crow Laws / Discrimination / Segregation

Task: Glue the worksheet in and add the colours from pp.10 of the text book. Or the image on the next slide



**Key Terms:** Jim Crow Laws / Discrimination / Segregation




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**Task:** Create a table of the methods of discrimination white people would use from pp.2 (**Attitudes in the South**).

Ways to complain	Problem
Go to the police	
Sue attacker (court)	
Innocently accused of crime	
Employ a lawyer	
Fair trial in court	
Black on black crime	

**Extension:** How different do you think things were in the North?

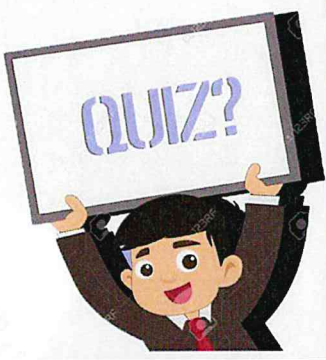
**Key Terms:** Jim Crow Laws / Discrimination / Segregation

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What was the USA like in the 1950s?

**Whiteboard quiz**

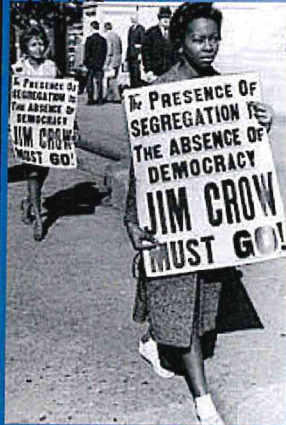
1. What were the Jim Crow laws?
2. What is segregation?
3. What is discrimination?
4. Which area of America was harsher to Black Americans?
5. What is 'Separate but Equal'? Plessy vs Ferguson
6. Why were trials for black people unfair?
7. What group were many politicians, judges and police officer part of in the 1950s?



**Key Terms:** Jim Crow Laws / Discrimination / Segregation

**Task:** Using these 2 images, give one thing you can infer from the

photos about the life of black people in America in the 1950s



**Key Terms:** Jim Crow Laws / Discrimination / Segregation

## Plenary

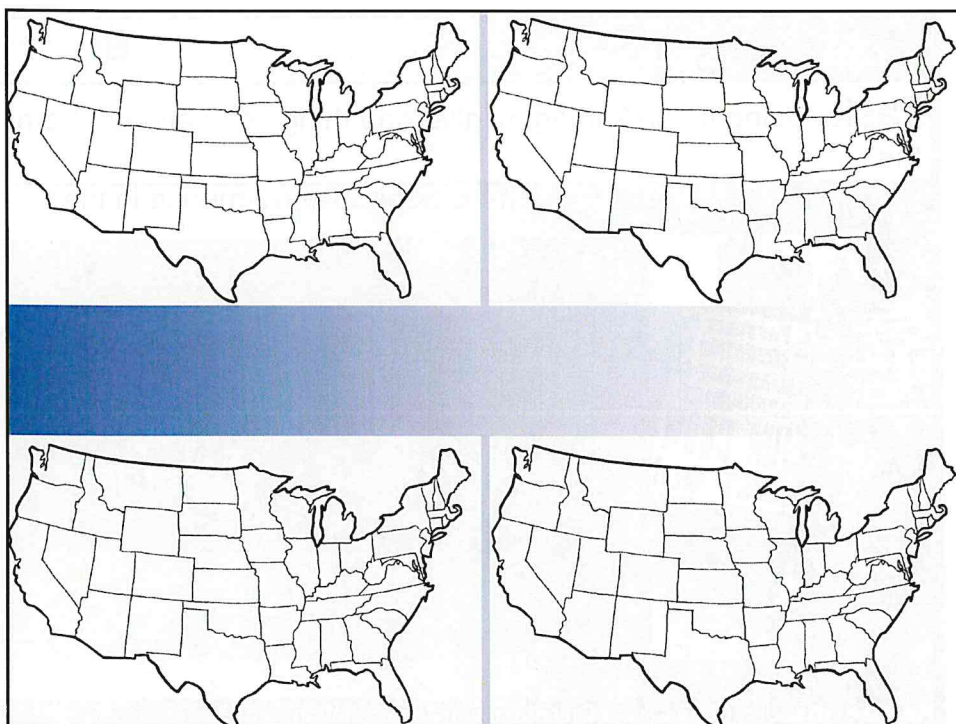
2

Explain why black Americans couldn't complain.

1

Describe the what the 'Jim Crow' laws were.

**Key Terms:** Jim Crow Laws / Discrimination / Segregation

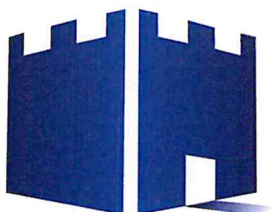




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# LESSON 2




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## Voting Rights and Civil Rights Organisations

What can you infer from these sources about the life of black Americans - a white school (on the left) and a black school (on the right).

Make 2 inferences with supporting detail from the

**Key Terms:** NAACP / CORE / Intimidation source.




**Learning Focus:**  
To understand how the civil rights organisations began to campaign for change.

**Key Terms:** NAACP / CORE / Intimidation

**Learning Outcomes:**

- To describe how black Americans' votes were restricted.
- To Explain how the civil rights groups began campaigning for freedom.



**Key Terms:** NAACP / CORE / Intimidation



What problems would black Americans face with the voting System? (use pp.3)



"I would argue that \_\_\_\_\_ was the better tactic for preventing black people from voting because ..."

<https://www.youtube.com/watch?v=XywsKQgBagk>

<https://www.youtube.com/watch?v=1YRUUFYeOPI>

**Task:** Using the bullet points on pp.3 (about voting) rank order them

and explain your decision

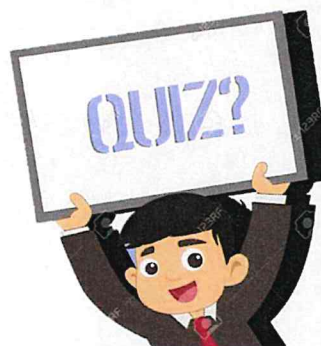
**Key Terms:** NAACP / CORE / Intimidation

## Voting Rights and Civil Rights Organisations




### Whiteboard quiz

1. What were the Jim Crow laws?
2. What is segregation?
3. Identify 2 ways black Americans were prevented from voting.
4. Which area of America was harsher to Black Americans?
5. What is 'Separate but Equal'?
6. How did television help the civil rights movement?




**Key Terms:** Jim Crow Laws / Discrimination / Segregation


Voting Rights and Civil Rights Organisations 

**Task:** Split your page into 4 – You have no more than 30 words to explain the role of the following groups (NAACP, CORE, Church Organisations and RCNL)

Civil rights Organisations

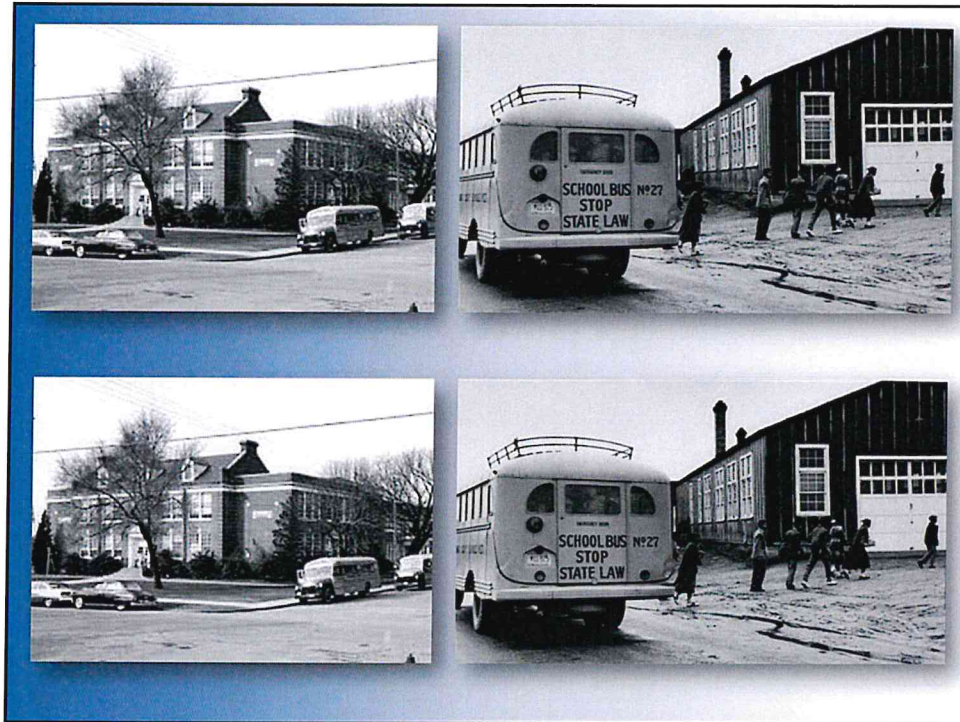
**Key Terms:** NAACP / CORE / Intimidation

Voting Rights and Civil Rights Organisations 

# Plenary

- 2** To explain the different organisations and their roles in campaigning to end segregation.
- 1** To describe how black Americans vote was restricted.

**Key Terms:** NAACP / CORE / Intimidation







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# WEEK 2

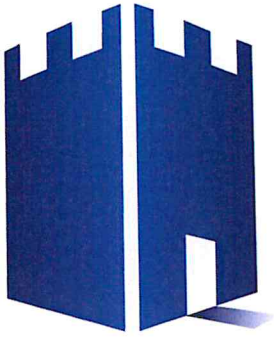


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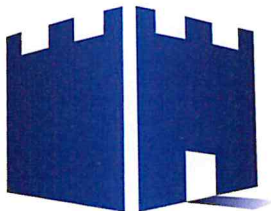




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# LESSON 3



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**Do**

How did Emmett Till help the civil rights movement?

- 1. What does NAACP stand for?
- 2. How did they help?
- 3. What does CORE stand for?
- 4. What methods did they use?
- 5. True or False: Only black people could join CORE.
- 6. What were the Jim Crow Laws?

**Key Terms:** Emmett Till / KKK / Dixicrats / WWC




**Learning Focus:**  
To understand how the death of Emmett Till helped the civil rights movement.

**Key Terms:** Emmett Till / KKK / Dixicrats / WWC

**Learning Outcomes:**

- To describe the story of Emmett Till
- To explain how his story inspired millions.



**Key Terms:** Emmett Till / KKK / Dixicrats / WWC

## Who were the Ku Klux Klan?



<https://www.youtube.com/watch?v=gLvcrsbliOo>

<https://www.youtube.com/watch?v=5VzKRI7JbVk>

**Task:** Copy into your books a definition of who the Ku Klux

**Key Terms:** Emmett Till / KKK / Dixicrats / WWC

## Dixiecrats and WCC

Dixiecrats	White Citizens Council



**Task:** Read pp.6 of your booklets, then write a definition of the Dixiecrats and White Citizens Council.

**Key Terms:** Emmett Till / KKK / Dixicrats / WWC



As you watch this documentary you must make notes to prepare for an exam question next lesson.

**Task:** Read about Emmett Till on pp.5.



<https://www.youtube.com/watch?v=bviYsJtkQk>

**Key Terms:** Emmett Till / KKK / Dixicrats / WWC



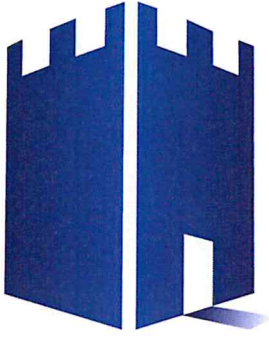
## Plenary

Explain how the death of Emmett Till helped begin the Civil Rights Movement.



**Key Terms:** Emmett Till / KKK / Dixicrats / WWC

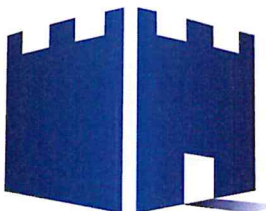




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# LESSON 4



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1951 – Brown (+12 parents) go to court applying for children to go to nearest white school.

1952 – NAACP go to Supreme Court as Brown Vs. Topeka (segregation makes black children feel unequal).

1952 (Dec) – Pro segregation judge dies and replaced by a more liberal judge.

1954 (May) – Supreme Court rules segregation in schools illegal.

1955 (May) – Supreme Court say that desegregation should happen 'with all deliberate speed' because deep south schools were deliberately going too slow.




### 8 Mark: Source Enquiry feedback

<p style="text-align: center;"><u>What went well</u></p> <ul style="list-style-type: none"> <li>You identified the meaning of the Source(s).</li> <li>You described in detail lots of SFD (facts) that relate to the question.</li> <li>You described/quoted the Source(s).</li> <li>You began to explain why the Source(s) is useful for the enquiry.</li> <li>You explained in detail why the Source(s) were useful for the enquiry.</li> <li>You considered the 'provenance' of the Source(s) and how it influences the message within it (which relates to the enquiry).</li> </ul>	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> <li>You didn't identify the meaning of the Source(s).</li> <li>You used little SFD (facts) that relates to the question.</li> <li>You didn't described/quote the Source(s).</li> <li>You didn't explain in detail why the Source(s) were useful for the enquiry.</li> <li>You didn't consider the 'provenance' of the Source(s) and how it influences the message within it (which relates to the enquiry).</li> <li>Write in PEE paragraphs.</li> </ul>
<p style="text-align: center;"><u>Next Steps</u></p> <ul style="list-style-type: none"> <li>Redo one of your paragraphs as a PEE paragraph.</li> <li>Answer the notes left in you book.</li> <li>Develop you explanations - link back to the Q and explain why the Source is/isn't useful.</li> <li>Quote the Source(s) more - try to use the quote as a way of supporting your argument/judgement.</li> <li>Consider the provenance and whether this helps answer the enquiry.</li> </ul>	<p><b>P: Introduce ONE Source.</b> (E.g. <i>"Source A is/isn't useful because it refers to ..."</i>)</p> <p><b>Ev: Add knowledge / Quote it</b> (E.g. <i>"... this is shown in the Source "..."</i>) &amp; (<i>"During this period ..."</i>)</p> <p><b>Ex: Explain why this detail does/doesn't answer the enquiry Q.</b> (e.g. <i>"Therefore, Source A is/isn't useful for an enquiry in ... because ..."</i>)</p>

### 8 Mark: Source Enquiry feedback

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**Do**

## How did Linda Brown begin desegregation in schools?

- What were Jim Crow Laws?
- What is desegregation?
- Who was Emmett Till?
- What was a tactic for preventing black Americans from voting?
- Who were the Dixicrats?

**Key Terms:** Desegregation / Supreme Court


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**Learning Focus:**  
To understand how Brown Vs. Topeka led to change in American schools.

**Key Terms:** Desegregation / Supreme Court

**Learning Outcomes:**

- To describe the events of Brown Vs. Topeka
- To explain the consequences of the ruling.



**Key Terms:** Desegregation / Supreme Court



In 1951, a primary school black girl had to walk many miles past the local white school to attend a black school. So, the Browns and 12 other parents went to court to fight for their children to attend the local white school, but lost.

In 1952, the NAACP bundled many of these cases together that were in the South and took them to the Supreme Court as Brown Vs. the Board of Education of Topeka, Kansas.

NAACP lawyers argued that separate was not equal.

**Task:** Read pp.7-8 of your booklets then glue the timeline into your

book

<https://www.youtube.com/watch?v=B-Pe3BTa108>

Simple version

<https://www.youtube.com/watch?v=1siiQelPHbQ>

<https://www.youtube.com/watch?v=OkuiMr2tLJE>

D'army Bailey

<https://www.youtube.com/watch?v=>

**Key Terms:** Desegregation / Supreme Court



<p>1951 - Brown (+12 parents) go to court applying for children to go to nearest white school.</p>	<p>1952 - NAACP go to Supreme Court as Brown Vs. Topeka (segregation makes black children feel unequal).</p>	<p>1952 (Dec) - Pro segregation judge dies and replaced by a more liberal judge.</p>	<p>1954 (May) - Supreme Court rules segregation in schools illegal.</p>	<p>1955 (May) - Supreme Court say that desegregation should happen 'with all deliberate speed' because deep south schools were deliberately going too slow.</p>
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**Key Terms:** Desegregation / Supreme Court

**Task 2:** In the style of a 12 marker – write one PEE paragraph that

explain why Brown Vs. Topeka was led to progress in

the Civil Rights movement.

- One reason Brown Vs. Topeka led to progress in the Civil Rights Movement was because ...

- In 1952, the NAACP ...

- Therefore, there was substantial progress because

...



**Key Terms:** Desegregation / Supreme Court

### Exam Question

How useful are Sources B and C for an enquiry into attitudes of desegregation in the South after the Brown Vs. Topeka ruling?

Use the Source and your own knowledge to answer the question. (8)

#### Source B

From the Southern Manifesto, a declaration signed by 11 Southern states and made public on 12 March 1956. It rejected the Brown decision as illegal because the states did not accept that segregation was unconstitutional.

This unwarranted exercise of power by the Court, contrary to the Constitution, is creating chaos and confusion in the States principally affected. It is destroying the amicable relations between the white and Negro races that have been created through 90 years of patient effort by the good people of both races. It has planted hatred and suspicion where there has been heretofore friendship and understanding.

Without regard to the consent of the governed, outside agitators are threatening immediate and revolutionary changes in our public-school systems. If done, this is certain to destroy the system of public education in some of the States.

#### Source C

From the memories of Pat Shuttlesworth Massengill, daughter of the civil rights activist Reverend Shuttlesworth. Here Pat remembers when she and her sister, Ricky, were taken to Phillips Academy in Birmingham, Alabama, in 1958 to be integrated into a 'white' school.

The car pulled up and there were mobs of people saying, "Niggers go home!" and shouting obscenities. All those vicious-looking people saying things you hadn't heard before out loud. It didn't make sense to me to get out of the car with all those people surrounding us. But Daddy was going to try to do it anyway. They started to attack him. Then my mother got out because he was being attacked, and that's when she got stabbed in the hip.

**Key Terms:** Desegregation / Supreme Court

## Exam Question



How useful are Sources B and C for an enquiry into attitudes of desegregation in the South after the Brown Vs. Topeka ruling?

Use the Source and your own knowledge to answer the question. (8)

Sentence Starters:

- I would argue that ...
- This source is useful to an extent because it tells us .....
- In the Source you can see / ... is written, suggesting ...
- For example ...
- The source was drawn/written in ..... by ..... for the purpose of ..... this makes it useful because ...
- Overall I think this source is very/quite/somewhat/ not useful because...
- I appreciate ... however ...

**Key Terms:** Desegregation / Supreme Court

## Plenary



N

Marks	Description
1 - 2	A simple judgement on the Q is made. There may be some quotation from the Source, however it is not used to support a point. Limited SFD is used.
3 - 5	A judgement on the Q is given with some support from knowledge and/or the Source. SFD is used to support conclusions. Answer lacks depth of analysis for top marks.
6 - 8	A clear judgement is made that blends SFD and evidence from the Sources to support conclusions. There must be reference to provenance at this level.

**Key Terms:** Desegregation / Supreme Court



<p><b>Source B</b></p> <p>From the Southern Manifesto, a declaration signed by 11 Southern states and made public on 12 March 1958. It rejected the <i>Brown</i> decision as illegal because the states did not accept that segregation was unconstitutional.</p> <p>This unwarranted exercise of power by the Court, contrary to the Constitution, is creating chaos and confusion in the States principally affected. It is destroying the amicable relations between the white and Negro races that have been created through 90 years of patient effort by the good people of both races. It has planted hatred and suspicion where there has been heretofore friendship and understanding.</p> <p>Without regard to the consent of the governed, outside agitators are threatening immediate and revolutionary changes in our public-school systems. If done, this is certain to destroy the system of public education in some of the States.</p>	<p><b>Source C</b></p> <p>From the memories of Pat Shuttlesworth Massengill, daughter of the civil rights activist Reverend Shuttlesworth. Here Pat remembers when she and her sister, Ricky, were taken to Phillips Academy in Birmingham, Alabama, in 1958 to be integrated into a 'white' school.</p> <p>The car pulled up and there were mobs of people saying, "Niggers go home!" and shouting obscenities. All those vicious-looking people saying things you hadn't heard before out loud. It didn't make sense to me to get out of the car with all those people surrounding us. But Daddy was going to try to do it anyway. They started to attack him. Then my mother got out because he was being attacked, and that's when she got stabbed in the hip.</p>
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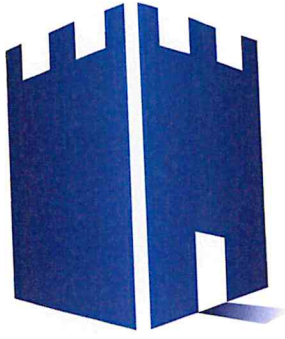
# WEEK 3



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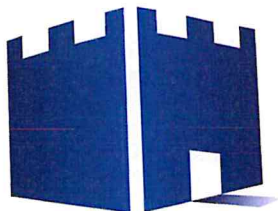




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# LESSON 5



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**Do**

How did the 'Little Rock Nine' lead to escalating violence?

Explain the progress and limitations of the Brown Vs. Topeka ruling.

**Key Terms:** Desegregation / National Guard / Federal & State Government




**Learning Focus:**  
To understand how the Little Rock Nine led to further desegregation.

**Key Terms:** Desegregation / National Guard / Federal & State Government

**Learning Outcomes:**

- To describe the timeline of events of the Little Rock Nine.
- To explain how this event led to increasing violence.



**Key Terms:** Desegregation / National Guard / Federal & State Government

In 1957, after the Brown Vs. Topeka ruling, Arkansas began desegregating parks, libraries, buses and universities.

A plan was drawn up to desegregate Little Rock High School, 75 black pupils applied, 25 were accepted but only 9 were willing to go.

Opponents threatened families of the black pupils with loss of their jobs and with violence.

<https://www.youtube.com/watch?v=Qk1tTck2Kks>

<https://www.youtube.com/watch?v=5lzGNm7n9wl>



**Key Terms:** Desegregation / National Guard / Federal & State Government



**Task:** What can this image teach us about the Little Rock

**Key Terms:** Desegregation / National Guard / Federal & State Government



1. 1957, Central High School
2. Orval Faubus
3. Elizabeth Eckford
4. Publicity
5. Presidential Order
6. Continued Threats



**Task:** Using the details on pp.9, create a simple timeline of events. Use

the bullet points above for each stage.

**Key Terms:** Desegregation / National Guard / Federal & State Government

### Opposition to desegregation



**Task:** Read the information on pp.10 and write down 4 pieces of SFD

that highlight how people tried to prevent desegregation.  
**Key Terms:** Desegregation / National Guard / Federal & State Government

## Assess



To this point, what made the greater impact on the civil rights movement:

- The death of Emmett Till
- Brown Vs. Topeka
- The Little Rock Nine

**Key Terms:** Desegregation / National Guard / Federal & State Government

## Plenary

2

To explain how this event led to increasing violence.

1

To describe the timeline of the Little Rock Nine.

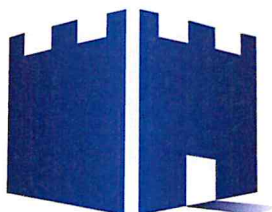
**Key Terms:** Desegregation / National Guard / Federal & State Government



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# LESSON 6



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**Do**

**How did Rosa Parks help the Civil Rights Movement?**

1. How did the NAACP help?
2. What was the name of the Arkansas governor at Little Rock?
3. Who was the president that intervened at Little Rock?
4. What did desegregation lead to in the South in the 1950s?
5. When was Emmett Till murdered?
6. What did the Supreme Court have to do in 1955, one year after their Brown Vs. Topeka verdict?

**Key Terms:** Boycott / Organisation / Commitment / Media


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**Learning Focus:**  
To understand how the Montgomery Bus Boycott happened and was successful.

**Key Terms:** Boycott / Organisation / Commitment / Media

**Learning Outcomes:**

- To describe the events of the Montgomery Bus Boycott.
- To explain why the boycott was a success.



**Key Terms:** Boycott / Organisation / Commitment / Media

# Starter



- Who is this woman?
- Why was she so important to the civil rights movement?

**Key Terms:** Boycott / Organisation / Commitment / Media

On 1<sup>st</sup> December 1955, in Montgomery Alabama, Rosa Parks got on a bus to go home after work. Montgomery buses were segregated. She sat in the first row of 'coloured' seating. The bus filled with white people. One white man was standing. The bus driver told Parks and the three other people in her row to move. The whole row had to move for him to sit, as there could not be a mixed race row. The others moved. Rosa Parks refused. The driver called the police and the police arrested her.



<https://www.youtube.com/watch?v=IHFPH79Iaoo>

**Key Terms:** Boycott / Organisation / Commitment / Media

**Task:** Read about the events of the bus boycott on pp11/12




**Key Terms:** Boycott / Organisation / Commitment / Media

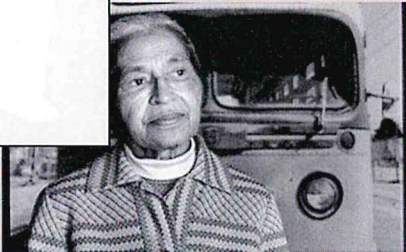
**Task:** Create a storyboard of the Montgomery Bus Boycott.


**Extension:** Explain why it was so successful.


**Key Terms:** Boycott / Organisation / Commitment / Media



**Task:** Use info on pp.11/12 and complete the table below:

Significance of Rosa Parks	Significance of Martin Luther King	
		

**Key Terms:** Boycott / Organisation / Commitment / Media




The people in the boycott persisted despite threats (loss of jobs / bank loans / going to jail / bombings).	Lawyers were determined to challenge segregated bus seating in the courts.	Well respected members of the NAACP went on fund raising tours.
Martin Luther King became vital in the movement and had widespread appeal amongst blacks and whites.	Jo Ann Robinson wrote flyers that were dropped off at churches and other various places.	The protestors has various contacts with the media to help bring attention of the boycott to the whole of the USA.
The MIA coordinated everything - this was important when dealing with so many protestors.	Despite having to walk for miles, the protestors never gave up for a year.	The longer the boycott continued, the more media attention it would draw when it was over. This played well into the protestors hands.

**Task:** Highlight the table into 3 factors: commitment, organisation and

**Key Terms:** Boycott / Organisation / Commitment / Media





## Exam Question


Explain why the Montgomery Bus Boycott was a success. (12)


- The leadership of Martin Luther King
- The arrest of Rosa Parks.

Sentence Starters:

- One reason why ..... was .....
- This meant that .....
- Another reason was .....
- As a result .....
- Thirdly (*your own information*) .....
- Consequently .....

**Key Terms:** Boycott / Organisation / Commitment / Media



	N	
Marks	Description	
1 - 3	A simple or generalised answer is given. Limited SFD and knowledge of the period is shown.	
4 - 6	An explanation is given with little analysis or focus on the question. It shows some development/organisation of material with accurate SFD.	
7 - 9	An explanation is given showing some analysis throughout which is mainly focused on the Q. Accurate SFD is used to support conclusions though some paragraphs may be brief.	
10 - 12	An analytical explanation is given which is directly focused on the Q. Excellent SFD is used to support conclusions, showing wide ranging characteristics of the period. Answers at this level must go beyond the stimulus points offered.	

**Key Terms:** Boycott / Organisation / Commitment / Media

# Plenary

2

To explain why the boycott was a success.

1

To describe the events of the bus boycotts

**Key Terms:** Boycott / Organisation / Commitment / Media

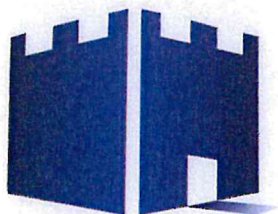
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Martin Luther King became vital in the movement and had widespread appeal amongst blacks and whites.	Jo Ann Robinson wrote flyers that were dropped off at churches and other various places.	The protestors has various contacts with the media to help bring attention of the boycott to the whole of the USA.	
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# WEEK 4



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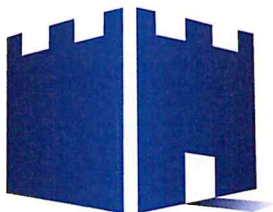




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# LESSON 7



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**Do**

What progress had been made by 1960?

1. When was the Montgomery Bus Boycott?
2. How long did it last?
3. Who refused to move seats?
4. Which iconic leader joined the boycott?
5. Why was it a success?
6. What was the name of the small state laws that discriminated against black people in the South?

**Key Terms:** Significance / Impact / Consequences / Extent




**Learning Focus:**  
To understand what progress had been made in the Civil Rights Movement by the 1960s..


**Key Terms:** Significance / Impact / Consequences / Extent

**Learning Outcomes:**

- To describe the role of individuals by 1960.
- To analyse who made the greatest impact to date.



**Key Terms:** Significance / Impact / Consequences / Extent




# Starter

## Long term impact of the Montgomery Bus Boycott

Showed black people could organise mass resistance.	Civil Rights campaigns could attract widespread support if well organised and publicised.	Brought Martin Luther King into the spotlight.
Showed importance of publicity, which exposed injustices.	Set off other boycotts.	Rules of non-violent direct action first laid out.
Showed black action set off a negative white response.	Showed the problems black Americans faced.	Civil rights activists learned to hold protests where whites were likely to have an extreme reaction.


**Organise the cards into a diamond 9, from most important to least important**

**Key Terms:** Significance / Impact / Consequences / Extent




**Task:** Using pp.11 – 14, list the characteristics and facts about the individuals below. How did each contribute to the Civil Rights

<u>Martin Luther King</u>	<u>E. D. Nixon &amp; Ralph David Abernathy</u>
<u>Jo Ann Robinson</u>	<u>Rosa Parks</u>




**Key Terms:** Significance / Impact / Consequences / Extent





**Task:** Use pp.15 of the booklets to identify the factors below.


1957 Civil Rights Act	Dixiecrat Opposition	SCLC Action
		

**Key Terms:** Significance / Impact / Consequences / Extent

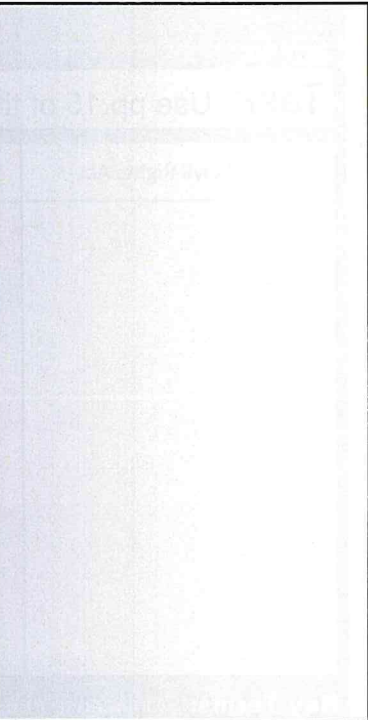
**Who made the greater contribution to civil rights?**

The people below are all in a hot air balloon. They're approaching a mountain with 6 ridges – at each one, 'the least important' person needs to be 'thrown overboard'. Who do you throw out and in what order? Who will be the last man standing?

- Martin Luther King
- Rosa Parks
- Emmett Till
- NAACP
- Brown Vs. Topeka
- Little Rock Nine
- Jo Ann Robinson



**Key Terms:** Significance / Impact / Consequences / Extent

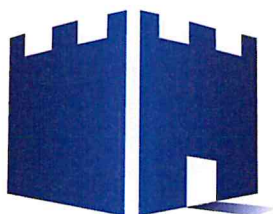
<p>Showed black people could organise mass resistance.</p>	<p>Civil Rights campaigns could attract widespread support if well organised and publicised.</p>	<p>Brought Martin Luther King into the spotlight.</p>	
<p>Showed importance of publicity, which exposed injustices.</p>	<p>Set off other boycotts.</p>	<p>Rules of non-violent direct action first laid out.</p>	
<p>Showed black action set off a negative white response.</p>	<p>Showed the problems black Americans faced.</p>	<p>Civil rights activists learned to hold protests where whites were likely to have an extreme reaction.</p>	
<p>Showed black people could organise mass resistance.</p>	<p>Civil Rights campaigns could attract widespread support if well organised and publicised.</p>	<p>Brought Martin Luther King into the spotlight.</p>	
<p>Showed importance of publicity, which exposed injustices.</p>	<p>Set off other boycotts.</p>	<p>Rules of non-violent direct action first laid out.</p>	
<p>Showed black action set off a negative white response.</p>	<p>Showed the problems black Americans faced.</p>	<p>Civil rights activists learned to hold protests where whites were likely to have an extreme reaction.</p>	



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# LESSON 8



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**Do**

What progress was made after 1960?

- Identify 3 positive features of Martin Luther King.
- Who was Jo-Anne Robinson?
- What was CORE?
- What was NAACP?
- Who was Linda Brown?

**Key Terms:** None Violent Direct Action / Protest / SNCC




**Learning Focus:**  
To understand developments between 1960 and 1962 in the fight for Civil Rights.

**Key Terms:** None Violent Direct Action / Protest / SNCC

**Learning Outcomes:**

- To describe the events of the civil rights movement between 1960 and 1962.
- To explain how they led to progress.



**Key Terms:** None Violent Direct Action / Protest / SNCC

## Greensboro sit-in (1960)



We who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive.

- Martin Luther King, Jr. -

quoteparrot.com

**Direct Action** was a form of non-violent protest whereby the black community could gain publicity for their cause while also showing any negative white reaction.

For example, by sitting in a whites only section for a long duration the desegregation supporters could gain publicity by both campaigning AND showing any white backlash or violence (losing white supporters).

**Key Terms:** None Violent Direct Action / Protest / SNCC

## Greensboro sit-in (1960)



What do you see happening in this photograph?

<https://www.youtube.com/watch?v=Xbbcjn4d1cE>

**Key Terms:** None Violent Direct Action / Protest / SNCC

## Student Non-Violent Coordinating Committee, SNCC (1960)



<https://www.youtube.com/watch?v=F-clWfDpXMs>

**Key Terms:** None Violent Direct Action / Protest / SNCC

## Freedom Riders (1961)




What is happening in this image?




<https://www.youtube.com/watch?v=1WaaMp8AWQM>

**Key Terms:** None Violent Direct Action / Protest / SNCC


**James Meredith (1962)**





<https://www.youtube.com/watch?v=XvEN8sQ4Bmw>

**Key Terms:** None Violent Direct Action / Protest / SNCC



## How progress was made 1960-62?

<p style="text-align: center;"><b><u>The Greensboro Sit ins</u></b> <i>(Woolworth lunch counter protests)</i></p>	<p style="text-align: center;"><b><u>Freedom Riders</u></b> <i>(Anniston Bomb)</i></p>
<p style="text-align: center;"><b><u>The James Meredith Case</u></b></p>	<p style="text-align: center;"><b><u>Student Non-Violent Co-ordinating Committee</u></b></p>

**Task:** Use pp.16-18 to complete the table. In each box write what

**Extension:** Which was more significant? Why?

**Key Terms:** None Violent Direct Action / Protest / SNCC



# Plenary

2

To explain how they led to progress.

1

To describe the events of the civil rights movement between 1960 and 1962.

**Key Terms:** None Violent Direct Action / Protest / SNCC

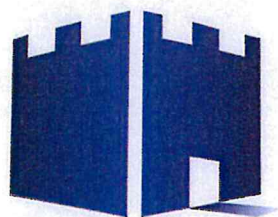




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# WEEK 5



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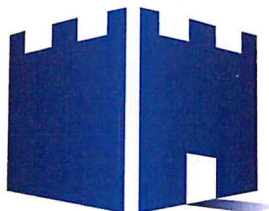




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# LESSON 9



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**Do**

To what extent were the marches on Birmingham and Washington a success?



What is happening in this image?

**Key Terms:** Something /

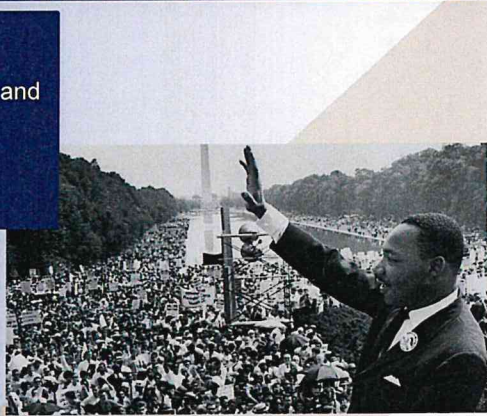


**Learning Focus:**  
To understand the events and outcomes of the marches on Birmingham and Washington.

**Key Terms:** Confrontation / Antagonise / Media

**Learning Outcomes:**

- To describe the events of Campaign C and the march on Washington.
- To explain the extent of their success.



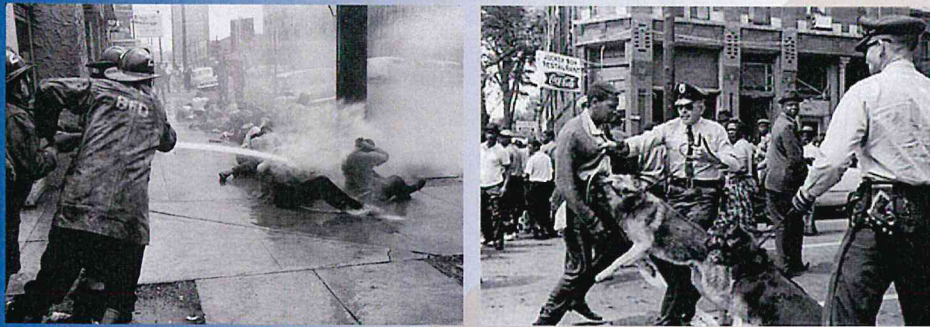
**Key Terms:** Confrontation / Antagonise / Media

## Birmingham, Alabama 1963



In April 1963 the organisations chose Alabama as their next Direct Action target. Birmingham was completely segregated and black Americans were often attacked there. Furthermore, the Chief of Police ('Bull' Connor) could be easily provoked in to using violence.

**Task:** Read pp.19 of your booklets.



**Key Terms:** Confrontation / Antagonise / Media

## The Events



1. Protestors did sit ins, mass meetings, peaceful protests marches and boycotted shops. Hundreds were arrested in the first few days, including Martin Luther King.
2. Most of the adults who had protested were now in jail, so SNCC trained young black students (and even children) to march. Over 900 more were arrested.
3. The next day, more young people marched – with the jails full, Bull Connor ordered his police to use dogs and fire hoses. The images that went around the world made America look extremely bad, especially during the Cold War. [https://www.youtube.com/watch?v=Y\\_9rSkU\\_1o4](https://www.youtube.com/watch?v=Y_9rSkU_1o4)

**Task:** Write down 3 pieces of SFD on Campaign C.

**Task:** To what extent do you think Campaign C was a success? Do you think this was good for the Civil Rights movement? Explain

**Key Terms:** Confrontation / Antagonise / Media



## The March on Washington, 1963



Almost immediately after Birmingham, activists organised a march on Washington for Jobs and Freedom. Over 250,000 people attended, about 40,000 of them white.

It was a peaceful and good humoured protest that was broadcast around America and the other countries. It was here that King made his speech and became the spokesman for the

**Task:** Read pp.19 of your booklets.



<https://www.youtube.com/watch?v=3vDWWy4CMhE>

**Key Terms:** Confrontation / Antagonise / Media



"I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. 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."

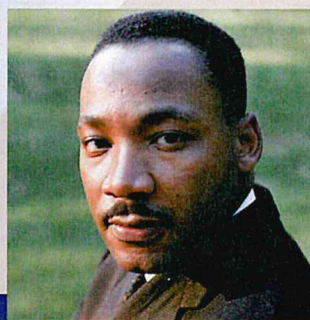
**Task:** Write down 3 pieces of SFD on the March on Washington.

**Task:** Explain the importance of King's speech for the Civil Rights movement. Think of at least one example of King's use of language. Make reference to NVDA.

**Key Terms:** Confrontation / Antagonise / Media

# Plenary

Would the Civil Rights Movement have been as successful if Martin Luther King had not been their spokesperson?



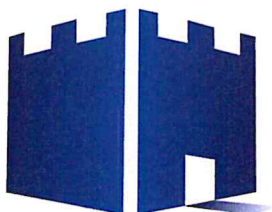
**Key Terms:** Confrontation / Antagonise / Media



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# LESSON 10



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**Do**

How much progress was made between 1963 and 1965?

Using a MWB, write down 2 facts about the following:

- Brown Vs. Topeka
- Montgomery Bus Boycott
- March on Washington
- Campaign C
- Greensboro Sit in

**Key Terms:** Freedom Summer / Civil Rights Act / Voting Rights Act / Selma


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**Learning Focus:**  
To understand what progress was made between 1963 and 1965 and what progress it led to.

**Key Terms:** Freedom Summer / Civil Rights Act / Voting Rights Act / Selma

**Learning Outcomes:**

- To describe the key events between 1963 and 1965.
- To assess their impact on the Civil Rights Movement.

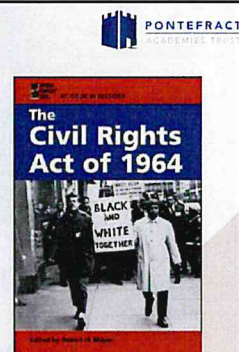


**Key Terms:** Freedom Summer / Civil Rights Act / Voting Rights Act / Selma

The Presidential election of 1960, saw JFK concentrate his campaign on urban areas with large numbers of black voters. He had already gained support following his involvement in securing the release of Martin Luther King from jail in October 1960.

Kennedy narrowly won the victory, (by just 112,827 votes), some suggesting the black vote had been crucial. In his inauguration speech, Kennedy put forward the idea of "The New Frontier". One part of this was to create equality for Black Americans.

- Could Kennedy keep everyone happy?
- Could he keep the support of MLK?



However, after the death/assassination of President Kennedy in November 1963, his successor, Lyndon B. Johnson (LBJ), was able to push the Civil Rights Act through. Johnson put his vision of "A Great Society" to attack racial injustice and poverty. In much the same way as Kennedy's New Frontier had promised.

Some saw the vote to pass the Act as a sympathy vote for Kennedy. Others saw it as LBJ's greatest achievement.

However not everyone saw the act as the end of the problems. Many black Americans were critical, believing that it was too late in the day and did not offer enough. As well as this criticism a number of Whites in the South resented the Act and sought to make it fail.

## Use the clips to add detail

### Civil Rights and Voting Acts

[https://www.youtube.com/watch?v=6x0l\\_vkjozc&list=PLvLTAFa90-](https://www.youtube.com/watch?v=6x0l_vkjozc&list=PLvLTAFa90-)



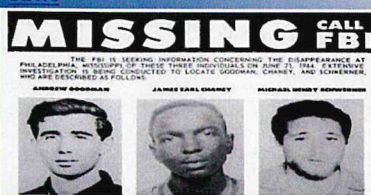
### Freedom Summer

<https://www.youtube.com/watch?v=I792Qeyur5Q>



### Mississippi Murders

<https://www.youtube.com/watch?v=5NYG7CQb2ws>



### The March from Selma

<https://www.youtube.com/watch?>



**Key Terms:** Freedom Summer / Civil Rights Act / Voting Rights Act / Selma

**Task:** Using pp.21/22 of the booklet and the following clips complete the information below.



<p><u>Freedom Summer (1964)</u></p> <ul style="list-style-type: none"> <li>• What was freedom summer?</li> <li>• How did White people attempt to oppose it.</li> <li>• Write down 3 pieces of SFD about it.</li> <li>• Explain in your own words why it was successful.</li> </ul>	<p><u>Mississippi Murders (1964)</u></p> <ul style="list-style-type: none"> <li>• What were the Mississippi murders?</li> <li>• Write down 2 pieces of SFD about them.</li> <li>• Explain how this would have benefitted the civil rights movement.</li> </ul>
<p><u>The March on Selma (1965)</u></p> <ul style="list-style-type: none"> <li>• Why did the SCLC target Selma?</li> <li>• What was the objective of the campaigners?</li> <li>• Write down 3 pieces of SFD about it.</li> <li>• Explain why it was a success for the campaigners. (Reference, Johnson's intervention).</li> </ul>	<p><u>Civil Rights Act (1964) &amp; Voting Rights Act (1965)</u></p> <ul style="list-style-type: none"> <li>• For the Civil Rights Act, sum up each bullet point into one word each – and try to remember them. (You will be quizzed).</li> <li>• Explain the difference between the two.</li> </ul>

**Key Terms:** Freedom Summer / Civil Rights Act / Voting Rights Act / Selma

### Registered Voters – Southern States in 1969



State	% white voters registered	% black voters registered
Alabama	94.6	61.3
Arkansas	81.6	77.9
Florida	94.2	67.0
Georgia	88.5	60.4
Louisiana	87.1	60.8
Mississippi	89.8	66.5
North Carolina	78.4	53.7
South Carolina	71.5	54.6
Tennessee	92.0	92.1
Texas	61.8	73.1
Virginia	78.7	58.9
<b>USA as a whole</b>	<b>80.4</b>	<b>64.8</b>

What can you learn from this table about voters in the USA in 1969?

**Key Terms:** Freedom Summer / Civil Rights Act / Voting Rights Act / Selma

# Plenary

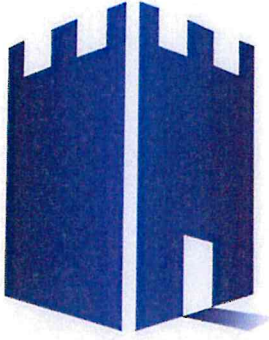


To what extent did the Voting and Civil Rights Act change the lives of black Americans?



**Key Terms:** Freedom Summer / Civil Rights Act / Voting Rights Act / Selma

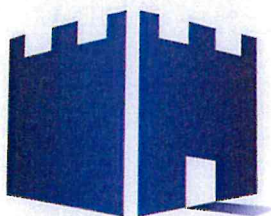




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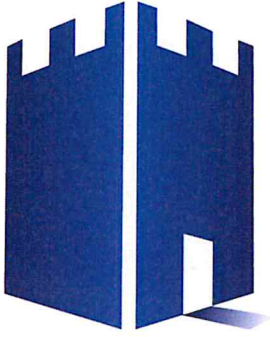
# WEEK 6



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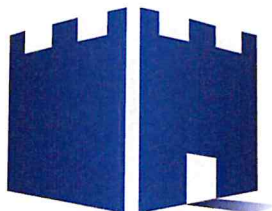




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# LESSON 11



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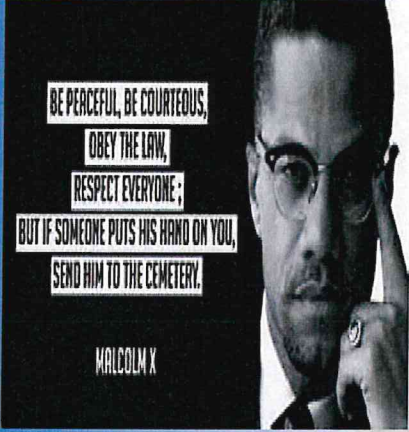
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**Do**

**To what extent was Black Power a success?**



- Who is this man?
- What do you think the quote linked to him means?
- What do you think this will mean for Civil Rights?

**Key Terms:** Violence / Separate AND equal / Black Power / Identity




**Learning Focus:**  
To understand the significance of the Black Power Movement.

**Key Terms:** Violence / Separate AND equal / Black Power / Identity

**Learning Outcomes:**

- To describe the details of Malcolm X, Black Panthers and the Black Power Movement.
- To analyse the extent of their contribution.

**Key Terms:** Violence / Separate AND equal / Black Power / Identity




## Malcolm X


Born in 1925 in Omaha as Malcolm Little, his father was murdered in 1931 by white supremacists. By the age of 17 he was living in New York where he was involved in pimping and drug dealing. In 1946 he was found guilty of burglary and was imprisoned. By the age of 27 (1952) he was released from jail. This is where the first significant change occurred.

He changed his name to "X" after becoming a follower of the Black Muslims(Nation of Islam). In 1958 he got married to Betty Shabazz. After 12 years of membership with the Black Muslims he went on a pilgrimage to Mecca where his political views altered.

He then left the Black Muslims and founded the Muslim mosque Inc. and the Black Nationalist Organization of Afro-American Unity. On 21<sup>st</sup> February 1965 he was shot by 3 members of the Nation of Islam.



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<https://www.youtube.com/watch?v=RY17aKZl4>

<https://www.youtube.com/watch?v=qSm1t3Uv9>

**Task: Read Pp.23**

**Key Terms:** Violence / Separate AND equal / Black Power / Identity




## MLK

## Malcolm X

- Adopted tactics of Gandhi who used non-violence to get British to leave India
- Believed that this was only way to end segregation
- Used Media to cover Police brutality etc to gain moral high ground
- Used public opinion and pressure to bring end to segregation
- Wanted to use democracy and constitution of USA to bring about "integration"
- Wanted to work within system and highlight abuses and gain sympathy both inside and outside of USA
- Arrested a number of times for his beliefs

- Rejected non-violent direct action
- Rejected integration for segregation
- Believed in separatism (blacks living separately from whites)
- Verbally attacked white America
- Wanted to unite all people of African origin and to push for full independence – segregation – of black people in USA.
- Unsympathetic to JFKs assassination
- Banned from public speaking for 90 days. He was a powerful and convincing speaker.
- Arrested a number of times.
- Religious beliefs started to change his views

**Key Terms:** Violence / Separate AND equal / Black Power / Identity


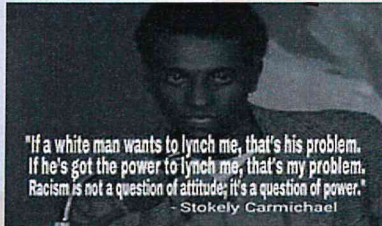


## Black Power

During the early 1960s there were a number of riots in many cities across the USA. The riots saw a number of deaths, arrests and large scale damage. The BLACK POWER movement emerged against this backdrop of unrest.

Originally a political slogan, it later aimed to increase the power of blacks in American life. They wanted to reject white help and be responsible for their own lives. For some this meant **separatism**. It also meant a move away from existing groups like the NAACP, CORE and SCLC.


Black Power was based on the premise that for true equality, black people would be able to use violence if violence was used against them. For true equality, black people could live separately but equally.



"If a white man wants to lynch me, that's his problem. If he's got the power to lynch me, that's my problem. Racism is not a question of attitude; it's a question of power."  
- Stokely Carmichael

**Task: Read pp.24**

**Key Terms:** Violence / Separate AND equal / Black Power / Identity



## Mexico Olympics, 1968





<https://www.youtube.com/watch?v=qckSarjMGBg>

- Why is this action at the 1968 Olympics significant?
- Why are they not wearing any footwear?
- Was this positive or negative publicity?

**Task: Read pp.24.**

**Key Terms:** Violence / Separate AND equal / Black Power / Identity



## The Black Panthers


Create one page on the Black Panthers.

You need to include:

- Who they were?
- What they wanted?
- Uniform?
- Founders?
- What they did?
- What they achieved?

Use pages 67-68 of the textbook and pp.25 of your booklets to help.


**Task:** Read pp.25 to help you with the task above.




[https://www.youtube.com/watch?v=hZ\\_eijoFiU8](https://www.youtube.com/watch?v=hZ_eijoFiU8)

**Task:** Explain the difference between Black Power and Black Panthers.

**Key Terms:** Violence / Separate AND equal / Black Power / Identity




## Source analysis – what impression does each source give of the Black Panthers



www.alamy.com - C1V4613

A photograph of a Black Panther Party march in New York in 1968. (source A)



(source B) sign advertising breakfast club.

They were teaching us what was really going on. What I mean by that, they were showing how our black younger kids were being sent to school with no breakfast (source C) interview with Raney Norwood in 2001, he joined the Panthers in 1967

**Key Terms:** Violence / Separate AND equal / Black Power / Identity



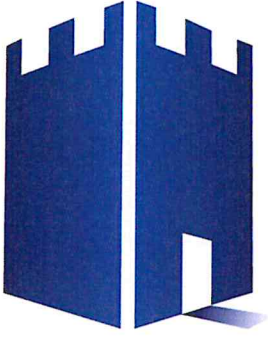
# Plenary

The Black Panthers hindered rather than helped the Civil Rights movement.

How far do you agree?

**Key Terms:** Violence / Separate AND equal / Black Power / Identity

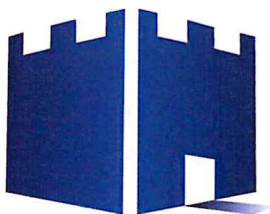




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# LESSON 12



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Paper 3: Analysis and Interpretations

On a MWB, break down how many questions there are for Medicine, the Normans and American West Papers. How many and what is each one?

**Key Terms:** Sources / Interpretations / Argument / Evidence

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**Learning Focus:**  
To understand how to answer the questions on Paper 3.

**Key Terms:** Sources / Interpretations / Argument / Evidence

**Learning Outcomes:**

- To be able to answer the Source question on Paper 3.
- To understand how to answer the Interpretation Questions on Paper 3.

**Key Terms:** Sources / Interpretations / Argument / Evidence

All of the Questions			
<b>Paper One</b>		<b>Marks</b>	<b>Time</b>
Q1	Describe 2 features of ...	4	5
Q2a	How useful are Sources A and B for an enquiry into ...	8	15
Q2b	Study Source ... How could you follow up Source ...to find out more about ...?	4	5
Q3	Explain one way ...	4	5
Q4	Explain why ...	12	15
Q5 or Q6	How far do you agree?	16 + 4	30
<b>Paper Two</b>			
Qa	Describe 2 features of ...	4	5
Qb	Explain why ...	12	20
Qc i or ii	How far do you agree?	16	30
Q1	Explain two consequences of ...	4 x 2	10
Q2	Write a narrative account analysing ...	8	15
Q3	Explain the importance of ... (x2)	8 x 2	25
<b>Paper Three</b>			
Q1	Give two things you can infer from Source A about ...	4	5
Q2	Explain why ...	12	15
Q3a	How useful are Sources A and B for an enquiry into ...	8	15
Q3b	Study interpretations 1 and 2 – what is the difference between these views?	4	10
Q3c	Suggest one reason why interpretations 1 and 2 give different views about ...	4	5
Q3d	How far do you agree with interpretation (1 or 2) about ...?	16 + 4	30

**Task:** How useful are Sources B and E for an enquiry into the aims of the Black Panthers? (8)  
(Use the Sources and your own knowledge to answer the question).

Use MWRBs to jot down your ideas as a table

#### Source E

From a 2001 interview with Raney Norwood, from North Carolina, who joined the Panthers in 1967.

What really caught my attention was, a group of Black Panthers came in from High Point. And they weren't really recruiting at the time. What they were trying to do was help. So we decided to just hang out with them, just see what it's all about. When we were just hanging out with them, they taught us a lot. It was not hatred. They were teaching us what was really going on. What I mean by that, they were showing how our black younger kids were being sent to school with no breakfast. They were sitting there with not half of the books they need. So then we started selling newspapers for the Panthers. So we became more and more interested. We decided to join up. And the thing about it back then, when you became a Panther and you came back into the black neighborhood, it was hard for them to accept you because they was afraid. We might have been troublemakers, we might have been the type to kill police officers.

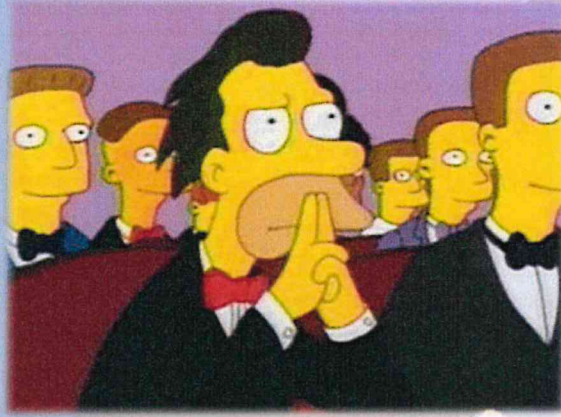
#### Source B

From *Voices of Freedom*, a book on civil rights that contains recollections of those who took part. David Dawley, a white student who joined the March Against Fear, remembers how attitudes changed.

One afternoon in Greenwood [in Mississippi], I was in a crowd that was listening to speakers from a porch. Willie Ricks from SNCC was introduced and Willie Ricks was angry and he was lashing out at Whites like a cracking whip. And as he talked, there was a chill, there was a feeling of a rising storm... As Willie Ricks asked people what they wanted and they answered, "Freedom now," Willie Ricks exhorted [encouraged] the crowd to demand not freedom now, but Black Power. He kept talking at the crowd and when he asked what they wanted, they answered, "Freedom now," but more answered "Black Power," until eventually Black Power began to dominate, until finally everyone together was thundering, "Black Power! Black Power!" And that was chilling, that was frightening.

**Key Terms:** Sources / Interpretations / Argument / Evidence

Now, let's look at the interpretations and how to answer them ...



**Key Terms:** Sources / Interpretations / Argument / Evidence

**Task:** Glue the interpretations in and read them, dissect them! Make notes around them – what's the author's argument? What does he use as evidence? Can it be trusted?

#### Interpretation 1

From *The Civil Rights Movement* (2004) by historian Mark Newman. He is considering the effects of the Black Power movement.

In some ways a continuation of the civil rights movement's concerns and in others a departure from them, Black Power divided the national civil rights coalition, alienated white supporters, destroyed SNCC, decimated [ruined] CORE, produced a range of competing visions, and fanned an already advanced white reaction against black demands for the substance [actual] equality. Black Power was part of a new wave of black nationalism which boosted black pride, consciousness and identity, but enjoyed little success politically.

#### Interpretation 2

From *We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama* (2010) by historian Stephen Tuck. He is considering the effects of the Black Power movement.

Most [Black Power] groups combined racial pride and political goals. Many focussed on the poor, condemned middle-class black leaders, called for reparations [compensation payments] to be paid for slavery, and identified with nonwhite protest abroad. ... These Black Power groups had plenty of slogans, but they went far beyond posturing [doing things for effect]. Black Power was often entirely practical when applied to a particular place at a particular moment. Revolutionary trade union movement demanded more black jobs and black representatives in decision making. Black Power student groups demanded more black faculty members [teaching staff], better treatment of black staff, and courses on black history.

**Key Terms:** Sources / Interpretations / Argument / Evidence

## Exam Question



Study Interpretations 1 and 2. They give different views about the aims and approach of the Black Panthers and Black Power toward the civil rights movement.

What is the main difference between these views?

Explain your answer, using details from both interpretations. (4)

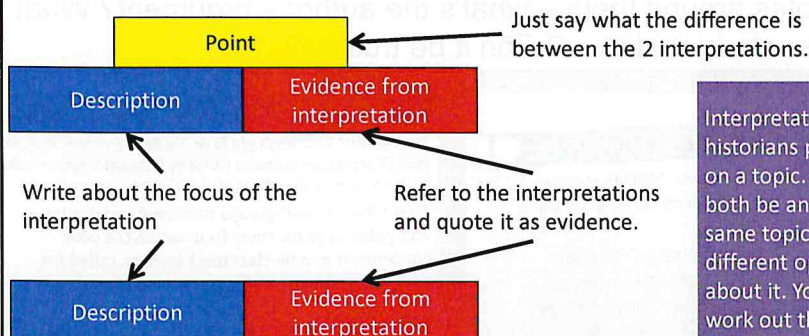
- One key difference between these interpretations is...
- Interpretation one's view is ....
- Which is shown where it says/shows .....
- Conversely..... On the other hand.... However.....
- Interpretation two's view differs, it says/shows.....
- Which suggests he/she believes .....

Marks	Description
1 - 2	A simple difference is given. No or limited explanation (reference to interpretations) is used.
3 - 4	The interpretations are analysed and a key difference of view is identified and supported with quotation.

**Key Terms:** Sources / Interpretations / Argument / Evidence

Question 3b

What is the difference between 2 interpretations?



Interpretations are an historians point of view on a topic. They will both be analysing the same topic but have different opinions about it. You have to work out the difference.

### Tips

- Say one difference.
- Support your findings with evidence (i.e. quote the interpretations).
- Consider what each author thinks about the topic – there will definitely be a difference.

Marks = 4

Timing = 10 mins



### Exam Question

Suggest **one** reason why interpretation 1 and 2 give different views about the aims and approach of the Black Panthers and Black Power toward the civil rights movement.

You may use Sources B and E to help explain your answer. (4)

- Interpretation one's view is .....
- He/she has this view because ..... Which means .....
- Interpretation two's view is .....
- He/she shows this view because .....
- One reason could be ....
- The author of interpretation (1/2) has placed more emphasis on Source (x) when coming to their conclusion, for example ...

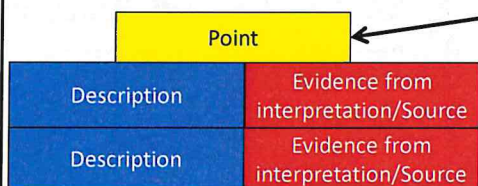
Marks	Description
1 - 2	A simple explanation why the interpretations are different is offered but with little supporting evidence or analysis.
3 - 4	A valid reason why the interpretations are different is offered with strong supporting evidence.

Question 3c

Suggest **ONE** reason why the interpretations differ.



Just say why they differ.



Focus on one interpretation at a time and either link it to a source or highlight the emphasis. Always refer to the Interpretation/Source for evidence.

Do this twice – once for each interpretation.

DO

- Connect 1 interpretation to 1 Source.

OR

- Look at the different emphasis the authors focus on.

DON'T

- Say "because they were written at different times.
- Start saying what the difference is again.

#### Tips

- Say **ONE** reason why they're different.
- (See notes in purple box above.)
- Do one interpretation at a time and refer to evidence to support your findings.

Marks = 4

Timing = 5 mins

## Exam Question

How far do you agree with the author of interpretation 2 about the effect of the Black Power movement for progress of the Civil Rights movement?

Explain your answer, using both interpretations and your knowledge of the historical context. (16 + 4)

Sentence Starters on next slide ...

Interpretation – How far do you agree? (20)	Interpretation – How far do you agree? (20)	Interpretation – How far do you agree? (20)	Interpretation – How far do you agree? (20)
Eg: How far do you agree with interpretation 1 about [x]... (16+4)	Eg: How far do you agree with interpretation 1 about [x]... (16+4)	Eg: How far do you agree with interpretation 1 about [x]... (16+4)	Eg: How far do you agree with interpretation 1 about [x]... (16+4)
<b>Remember</b>	<b>Remember</b>	<b>Remember</b>	<b>Remember</b>
Be clear on the view of the Interp. Consider points from both Interpretations Use your own knowledge & contextual awareness of the period Keep referring to the focus of Q	Be clear on the view of the Interp. Consider points from both Interpretations Use your own knowledge & contextual awareness of the period Keep referring to the focus of Q	Be clear on the view of the Interp. Consider points from both Interpretations Use your own knowledge & contextual awareness of the period Keep referring to the focus of Q	Be clear on the view of the Interp. Consider points from both Interpretations Use your own knowledge & contextual awareness of the period Keep referring to the focus of Q
Judgement in opening sentence using the words of the Q <input type="checkbox"/>	Judgement in opening sentence using the words of the Q <input type="checkbox"/>	Judgement in opening sentence using the words of the Q <input type="checkbox"/>	Judgement in opening sentence using the words of the Q <input type="checkbox"/>
<b>Paragraph 1: Main Interpretation</b>	<b>Paragraph 1: Main Interpretation</b>	<b>Paragraph 1: Main Interpretation</b>	<b>Paragraph 1: Main Interpretation</b>
<ul style="list-style-type: none"> <li>State the view of the main (focus of Q) interpretation <input type="checkbox"/></li> <li>Use specific detail from the interpretation to support your point <input type="checkbox"/></li> <li>Own knowledge that <b>AGREES</b> with the view <input type="checkbox"/></li> <li>[A second piece of own knowledge] "Furthermore..." <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>State the view of the main (focus of Q) interpretation <input type="checkbox"/></li> <li>Use specific detail from the interpretation to support your point <input type="checkbox"/></li> <li>Own knowledge that <b>AGREES</b> with the view <input type="checkbox"/></li> <li>[A second piece of own knowledge] "Furthermore..." <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>State the view of the main (focus of Q) interpretation <input type="checkbox"/></li> <li>Use specific detail from the interpretation to support your point <input type="checkbox"/></li> <li>Own knowledge that <b>AGREES</b> with the view <input type="checkbox"/></li> <li>[A second piece of own knowledge] "Furthermore..." <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>State the view of the main (focus of Q) interpretation <input type="checkbox"/></li> <li>Use specific detail from the interpretation to support your point <input type="checkbox"/></li> <li>Own knowledge that <b>AGREES</b> with the view <input type="checkbox"/></li> <li>[A second piece of own knowledge] "Furthermore..." <input type="checkbox"/></li> </ul>
<b>Paragraph 2: Disagree / challenge</b>	<b>Paragraph 2: Disagree / challenge</b>	<b>Paragraph 2: Disagree / challenge</b>	<b>Paragraph 2: Disagree / challenge</b>
<ul style="list-style-type: none"> <li>State how the other interpretation challenges / disagrees with the view of the main interpretation <input type="checkbox"/></li> <li>[A second piece of evidence to disagree] "Moreover..." <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>State how the other interpretation challenges / disagrees with the view of the main interpretation <input type="checkbox"/></li> <li>[A second piece of evidence to disagree] "Moreover..." <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>State how the other interpretation challenges / disagrees with the view of the main interpretation <input type="checkbox"/></li> <li>[A second piece of evidence to disagree] "Moreover..." <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>State how the other interpretation challenges / disagrees with the view of the main interpretation <input type="checkbox"/></li> <li>[A second piece of evidence to disagree] "Moreover..." <input type="checkbox"/></li> </ul>
<b>Paragraph 3: (Disagree Own Know)</b>	<b>Paragraph 3: (Disagree Own Know)</b>	<b>Paragraph 3: (Disagree Own Know)</b>	<b>Paragraph 3: (Disagree Own Know)</b>
<ul style="list-style-type: none"> <li>An example from your own knowledge that disagrees / challenges the main interpretation <input type="checkbox"/></li> <li>A second piece of own knowledge to challenge <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>An example from your own knowledge that disagrees / challenges the main interpretation <input type="checkbox"/></li> <li>A second piece of own knowledge to challenge <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>An example from your own knowledge that disagrees / challenges the main interpretation <input type="checkbox"/></li> <li>A second piece of own knowledge to challenge <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>An example from your own knowledge that disagrees / challenges the main interpretation <input type="checkbox"/></li> <li>A second piece of own knowledge to challenge <input type="checkbox"/></li> </ul>
<b>Paragraph 4 (CONCLUSION)</b>	<b>Paragraph 4 (CONCLUSION)</b>	<b>Paragraph 4 (CONCLUSION)</b>	<b>Paragraph 4 (CONCLUSION)</b>
Give a final judgement on how far you agree (larger / lesser extent) <input type="checkbox"/>	Give a final judgement on how far you agree (larger / lesser extent) <input type="checkbox"/>	Give a final judgement on how far you agree (larger / lesser extent) <input type="checkbox"/>	Give a final judgement on how far you agree (larger / lesser extent) <input type="checkbox"/>
Briefly explain why you've reached this judgement <input type="checkbox"/>	Briefly explain why you've reached this judgement <input type="checkbox"/>	Briefly explain why you've reached this judgement <input type="checkbox"/>	Briefly explain why you've reached this judgement <input type="checkbox"/>

**Source E**

From a 2001 interview with Roney Norwood, from North Carolina, who joined the Panthers in 1967.

What really caught my attention was, a group of Black Panthers came in from High Point. And they weren't really recruiting at this time. What they were trying to do was help. So we decided to just hang out with them, just see what it's all about. When we were just hanging out with them, they taught us a lot. It was not hatred. They were teaching us what was really going on. What I mean by that, they were showing how our black younger kids were being sent to school with no breakfast. They were sitting there with not half of the books they need. So then we started selling newspapers for the Panthers. So we became more and more interested. We decided to join up. And the thing about it back then, when you became a Panther and you came back into the black neighborhood, it was hard for them to accept you because they was afraid. We might have been troublemakers, we might have been the type to kill police officers.

**Interpretation 1**

From *The Civil Rights Movement* (2004) by historian Mark Newman. He is considering the effects of the Black Power movement.

In some ways a continuation of the civil rights movement's concerns and in others a departure from them, Black Power divided the national civil rights coalition, alienated white supporters, destroyed SNCC, decimated [ruined] CORE, produced a range of competing visions, and fanned an already advanced white reaction against black demands for the substance [actual] equality. Black Power was part of a new wave of black nationalism which boosted black pride, consciousness and identity, but enjoyed little success politically.

**Source S**

From *Voices of Freedom*, a book on civil rights that contains recollections of those who took part. David Dawley, a white student who joined the March Against Fear, remembers how attitudes changed.

One afternoon in Greenwood [in Mississippi], I was in a crowd that was listening to speakers from a porch. Willie Ricks from SNCC was introduced and Willie Ricks was angry and he was lashing out at Whites like a cracking whip. And as he talked, there was a chill, there was a feeling of a rising storm... As Willie Ricks asked people what they wanted and they answered, "Freedom now." Willie Ricks exhorted (encouraged) the crowd to demand not freedom now, but Black Power. He kept talking at the crowd and when he asked what they wanted, they answered, "Freedom now," but more answered, "Black Power." until eventually Black Power began to dominate, until finally everyone together was thundering, "Black Power! Black Power!" And that was chilling. That was frightening.

**Interpretation 2**

From *We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama* (2010) by historian Stephen Tuck. He is considering the effects of the Black Power movement.


Most [Black Power] groups combined racial pride and political goals. Many focussed on the poor, condemned middle-class black leaders, called for reparations [compensation payments] to be paid for slavery, and identified with nonwhite protest abroad. ... These Black Power groups had plenty of slogans, but they went far beyond posturing [doing things for effect]. Black Power was often entirely practical when applied to a particular place at a particular moment. Revolutionary trade union movement demanded more black jobs and black representatives in decision making. Black Power student groups demanded more black faculty members [teaching staff], better treatment of black staff, and courses on black history.

- Sentence Starters:**
- Interpretation 2 supports the view that .....
  - This view is supported by .....
  - Therefore I agree with this view to some/a great extent as .....
  - However Interpretation 1 challenges this view as it focuses on...
  - This view can be supported because .....
  - Therefore Interpretation 2 can be seen as limited because .....
  - Interpretation 2 can also be challenged/supported because ....
  - For example .....
  - Therefore Interpretation 2 can be seen as .....
  - Overall I mostly agree/disagree with the view expressed in Interpretation 1/2 because .....

Marks	Description
1 - 4	A simple or generalised answer is given, either agreeing or disagreeing. Limited SFD and use of the interpretations are used to support conclusions.
5 - 8	A judgement is given with good use of SFD. Evidence from both interpretations is used to support explanation. It shows some development/organisation of material. An overall judgement is given but not fully supported.
9 - 12	A solid judgement is given with good use of SFD. Evidence from both interpretations is used to support explanation. It shows strong development/organisation of material throughout. An overall judgement is given and is mostly supported throughout the essay.
13 - 16	Explained evaluation of the interpretations is sustained throughout the essay. Alternative views on the topic are shown which may link to the interpretations but also use of accurate SFD. A judgement is sustained throughout with a clear line of evaluation.

Question 3d

*How far do you agree with Interpretation (x) about ....*



Answer the Q in 1 or 2 sentences.

<i>Agree</i>		<p>Write about your knowledge (and show it off) in context of the question. Use SFD (specific factual detail) and the interpretations to support your argument.</p>
Knowledge	Evidence from interpretation	
<i>disagree</i>		<p>This is exactly the same as above but you're show the counter argument.</p>
Knowledge	Evidence from interpretation	
Analysis		<p>Here you need to make an overall judgement on the question, consider both points of view and suggest why one has more weight than the other. Argue why you think you're write by using evidence and knowledge.</p>

- It's like a 16 mark Q from Medicine/Normans but with interpretations to support your knowledge!

Marks = 16 + 4

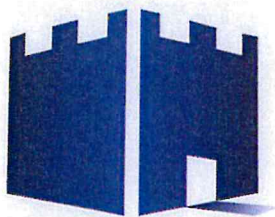
Timing = mins



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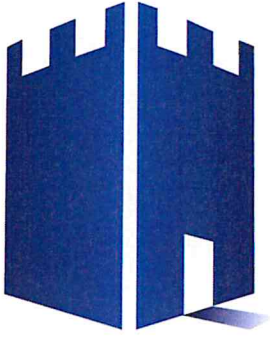
# WEEK 7



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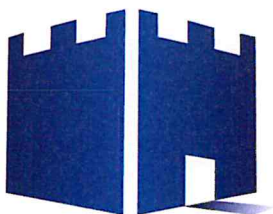




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# LESSON 13




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Explaining the causes and consequences of riots between 1964 and 1968.



Give 2 things you can infer from Source A about the Watts riots in 1965. (4)

**Key Terms:** Riots / Ghettos / Frustration / National Guard




**Learning Focus:**  
To understand the cause and consequence of the riots between 1964 and 1968.

**Key Terms:** Riots / Ghettos / Frustration / National Guard

**Learning Outcomes:**

- To describe why there were riots between 1964 and 1968.
- To explain the consequences of the riots.





**Key Terms:** Riots / Ghettos / Frustration / National Guard

Between 1964 and 1968 there were 329 major riots in 257 US cities that resulted in 220 deaths. The first large scale riot was in New York City in 1964, two weeks after the Civil Rights Act was passed. It began when a young black man was shot in the back, but it was also a reaction to poor conditions in the ghettos.

The next major riot was in the Watts district of Los Angeles in August of 1965. It was set off by police violence when arresting a young black man, but it was also a reaction to ghetto conditions and the violence being used by the police in Selma.


After this, there were summer riots every year in different cities, mainly in the North.

<https://www.youtube.com/watch?v=PE9jA1dU3jE>

**Key Terms:** Riots / Ghettos / Frustration / National Guard

## Causes of the Riots





<p><b>Police discrimination:</b> the police seemed more concerned with harassing young black men than keeping the ghettos safe. In the 30 months before the Watts riots, the police shot 65 black people. 27 were shot in the back and 25 were unarmed.</p>	<p><b>Discrimination by white officials:</b> city officials did not respond to complaints about issues such as badly-repaired roads and landlord harassment.</p>	<p><b>Blacks were twice as likely to be unemployed:</b> workers mostly had unskilled, low-paid jobs.</p>
<p><b>They were more than twice as likely to be poor:</b> landlords, mostly white people, crowded them into cramped, badly repaired, over-priced housing.</p>	<p><b>Poor quality education:</b> schools were run down, under-equipped and lacked funding.</p>	<p><b>Misuse of federal money:</b> federal money given to local areas to help improve conditions was used on training and equipping the police with more weapons to deal with further riots.</p>

**Task:** Put the six cause into a triangle, in order of importance. (I.e. What caused the riots the most?). At the side, explain why you placed each one where you did.

**Key Terms:** Riots / Ghettos / Frustration / National Guard

## Consequences of the Riots






Positives	Negatives

**Task:** Use pp.27 of your booklets, and highlight the positives and negatives of the riots.

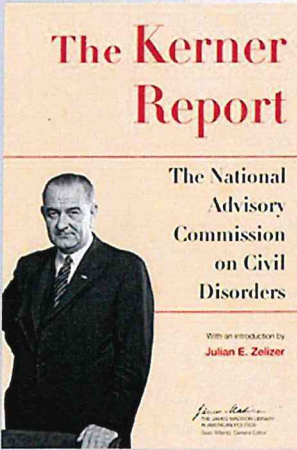
**Key Terms:** Riots / Ghettos / Frustration / National Guard

## The Kerner Report (1968)



In July 1967, President Johnson set up an enquiry into the riots. The 1968 Kerner Report highlighted the causes of the riots, it made America aware of the conditions in the ghettos and that white officials were treating poor black communities unjustly.

The fact that state troops were needed to help calm the violence caught the President's attention, or more importantly, the media's.



**Task:** Is there any significance to the Kerner report? Or was it simply pointing out the causes? Explain.

**Key Terms:** Riots / Ghettos / Frustration / National Guard

# Plenary



2

Explain the consequences of the riots.

1

Identify and explain why there were riots between 1964-68.

**Task:** Use a MWB to answer the above questions.

**Key Terms:** Riots / Ghettos / Frustration / National Guard

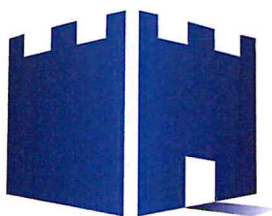
<p><b>Police discrimination:</b> the police seemed more concerned with harassing young black men than keeping the ghettos safe. In the 30 months before the Watts riots, the police shot 65 black people. 27 were shot in the back and 25 were unarmed.</p>	<p><b>Discrimination by white officials:</b> city officials did not respond to complaints about issues such as badly-repaired roads and landlord harassment.</p>	<p><b>Blacks were twice as likely to be unemployed:</b> workers mostly had unskilled, low-paid jobs.</p>
<p><b>They were more than twice as likely to be poor:</b> landlords, mostly white people, crowded them into cramped, badly repaired, over-priced housing.</p>	<p><b>Poor quality education:</b> schools were run down, under-equipped and lacked funding.</p>	<p><b>Misuse of federal money:</b> federal money given to local areas to help improve conditions was used on training and equipping the police with more weapons to deal with further riots.</p>
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# LESSON 14



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**Planner** Please have your planner open on today's date **Date:** 18 September 2020

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**Copy**


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**Do**

To what extent was King's campaign in the North a success?

- Who wrote a report in 1968?
- Identify three outcomes of the report.
- What was the name of the group that believed in violence when violence was used against them?
- What three factors meant success during the Montgomery Bus Boycott?

**Key Terms:** Mayor Daily / Rent / Job discrimination




**Learning Focus:**  
To understand how King campaigned in the North and the extent of his success.

**Key Terms:** Mayor Daily / Rent / Job discrimination

**Learning Outcomes:**

- To describe the events of the campaign in Chicago (Operation Breadbasket).
- To analyse the extent of King's success in the North.



**Key Terms:** Mayor Daily / Rent / Job discrimination

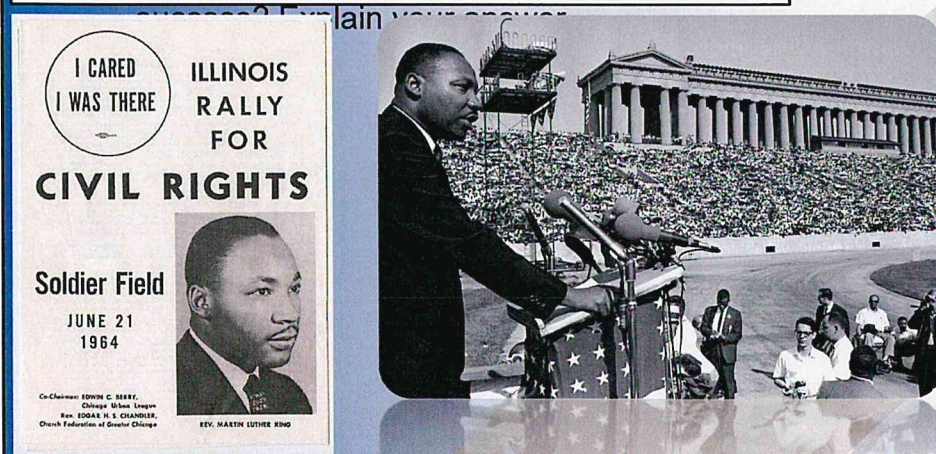
**Task:** Use pp.28 to create an overview of the events for



**Key Terms:** Mayor Daily / Rent / Job discrimination

**Task:** Make a list of the positive and negative outcomes of

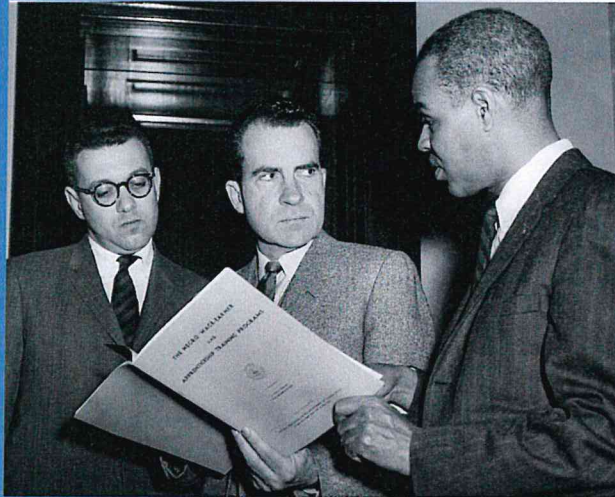
Operation Breadbasket.  
**Task:** To what extent was King's campaign in Chicago a



**Key Terms:** Mayor Daily / Rent / Job discrimination



**Task:** Read pp.30 of the booklet, and create a simple spider-diagram of the positives Nixon did for the Civil Rights movement.



**Key Terms:** Mayor Daily / Rent / Job discrimination

## Plenary



Who or what made the biggest contribution to progress during the civil rights movement? Explain your answer.

**Key Terms:** Mayor Daily / Rent / Job discrimination



# THE USA, 1954-1975: Conflict at home and abroad

## PAPER 3: Modern Depth Study



### What you need to know

Depth studies cover a short period of time, and require you to know about **society, people and events in detail**. You need to know how the different aspects of the period fit together and affect each other. Within this unit you will examine different historical concepts, such as:

**Change** - this is when things become different than they were before.

**Continuity** – when things stay the same

**Significance** – how important an event was.

**Causation** – the reasons why something happened

**Judgement** – this may focus on any of the following historical concepts – similarity, difference, change, continuity, causation or consequence. **Your Judgement will be about how far you agree?** In doing so, you will need to think about **BOTH** sides of the argument.

**Interpretation** – how has the events been interpreted? Why do they have certain views and opinions about historical people and events?

### How will you be assessed?

Your paper 3 is in two sections that examine the Modern Depth Study. The paper will count for 30% of your history assessment. The paper is in 2 sections. Section A has 2 questions. Section B has 4 questions. The paper will include sources and interpretations for you to evaluate and use in your answers.

#### SECTION A –

- Infer 2 things from a source.....(4 marks)
- Explain why.....(12 marks)

#### SECTION B –

- How useful are sources ?.....(8 marks)
- What is the difference between the 2 interpretations?.....(4 marks)
- Why are the interpretations different?.....(4 marks)
- How far do you agree with interpretation (X) about?.....(16 + 4 SPAG marks)

# What was the USA like in the 1950s?

## THE JIM CROW LAWS

### Effects of the Second World War (1939-45)

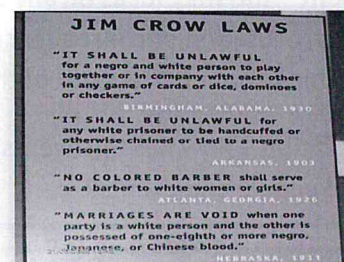
Over a million black Americans fought in WW2, in segregated units. Millions worked in factories, making weapons or doing the jobs of those who had gone to fight. They hoped for more equality, some white people were more open to civil rights after the war; especially for White Americans who had worked with blacks for the first time. Racial inequality was a political embarrassment to the USA. In the Cold War, opponents used the example of black Americans to show that it did not even give freedom to its own citizens. This put pressure on the federal government to improve the situation of black Americans, especially in the South.

### Segregation and discrimination

All across the USA, black Americans faced **segregation** (separating groups of people based on race or religion) and **discrimination** (treating people unfairly because of their race or religion).

Segregation in the North was caused by discrimination. Black people usually had the worst paid jobs and lived in poorest parts in towns and cities (ghettos).

However segregation in the south was different. Racist state laws called '**Jim Crows laws**' enforced segregation. Many areas of land were racially separated e.g. cinemas, buses and black children couldn't go to the nearest 'white school'. They had to walk or catch a bus for long journeys to black schools. These state laws were seen as being legal in the eyes of the law. It was legal to segregate as long as services were seen to be "**Separate but equal**" (Plessy vs Ferguson). However the reality was the services for black Americans were more often "**Separate but unequal**".



### Attitudes in the South.

Southern whites were brought up to see blacks as racially inferior: lazy and unintelligent, this was exaggerated in the press and media. In the Southern towns the whites called blacks by their first names, or 'boy' or 'girl' and they didn't shake hands with blacks because it was sign of equality.

Whites who objected to discrimination faced the same violence as black people. The police and law courts in the South were full of racist white officials who did not support complaints by blacks. Many policemen and judges were **KKK** members.

Blacks were beaten and forced to confess to crimes they did not commit. They were imprisoned for no reason and often represented in court by white lawyers who made no effort to defend them. Blacks were not allowed to sit on a jury. All trials in court in the South were ruled over by a white judge, with white lawyers and an all-white jury. Justice was not "**Separate but equal**". Employment was very similar, in that very few black people in Southern towns could find work in factories, even in the lowest paid jobs.

## Voting rights and Civil Rights Organisations.

The Jim Crow laws and the situation in America in the 1950s had created a massive divide between the people of America. In addition to segregation and discrimination, black Americans had to cope with having their rights as US citizens being denied in the Southern states. This included the right to vote and was often linked to a poll tax or literacy test. The black Americans could not pay the poll tax as they were poor. The literacy tests needed them to read and write. Schools were few and far between for black Americans, with those that existed being poor quality and lacking in funds. The tests were also loaded to make it very hard to pass.

### Voting Rights

Ways white people stopped black people from voting:

- Threatening to fire black employees if they registered to vote or voted.
- Physically stopping black Americans to vote and often beating them up.
- Beating up and even murdering those who would defend their right to vote in court, even the lawyers and civil rights activists who helped.
- State passing laws to make it harder for black people to vote.
- Most states used literacy tests to register to vote. A common tactic was to give black people harder test than white people

### Civil Rights groups

Despite the issues facing black Americans before 1954, there were many activists and Civil Rights groups that tried to improve the rights for black Americans. This had proved to have some success and progress in the Northern states, where they had more white support. The groups leading this fight were **NAACP and CORE**. Other groups like **CHURCH ORGANISATIONS** played a significant part in the South.

### NAACP

The National Association for the Advancement of Coloured People (NAACP) set up in 1909 by WEB Dubois to 'fight' for the rights of black people in the courts. Its aims were to:

- Help wrongly-convicted black people by appealing against their convictions (set up Legal Defence Fund- LDF in 1940)
- Prosecute white people who murdered blacks
- Get black people the right to vote

But they faced a problem as in the 1896 case: Plessy vs. Ferguson which aimed to end segregation, the court made the decision of separate but equal meaning segregation was allowed as long as the facilities provided were equal. The NAACP won every case they took to the Supreme Court, fighting "separate but equal" in the 1950s, though this doesn't necessarily mean that the decision was enforced as local officials found a way to block the court's decision.

## CORE

The Congress of Racial Equality (CORE) was founded in 1942 in Chicago (North). Most members were white middle-class who targeted segregation but not in the courts.

They used non-violent methods to protest including: boycotts, pickets (demonstrating outside a place) and sit-ins (refusing to move) in segregated areas e.g. lunch counters. CORE trained their members not to react if they were sworn / spat at and how to react if physically attacked in public.



## Church Organisations

Church was the centre of the black Southern communities and the clergymen was vital in the civil rights movement as: he was paid by the Church and was expected to speak out against racism, were educated and good speakers, could negotiate with whites, could organise people / events, could gain support of all black regardless of age and class.

Churches held meeting to discuss marches / protests but this meant that they were targeted violently by whites. They were similar in their ideals to CORE.

Some whites approved of church organisations. White political leaders favoured meetings with black clergymen. But other Americans were suspicious of church groups who they felt were too organised and who could amass huge support. They felt the churches could be a threat and carried out attacks on black churchmen/ churches.

## Regional Council of Negro Leadership (RCNL)

Set up in Mississippi in 1951 led by T.R.M Howard. They campaigned against segregation, police brutality and worked for black rights and voter registration. Between 1952 and 1955, they held annual civil rights rallies that attracted crowds of over 10,000 people



## Emmett Till and the Ku Klux Klan

The black Americans had experienced hatred, discrimination and segregation in the Southern States. In addition, they faced violence and terror from organised groups during the period. The Ku Klux Klan had been founded in 1865 after black slaves won their freedom, their aim to stop black Americans gaining equality. The Klan saw a rise in popularity and revival as the Civil Rights movement began. The violence and terror experienced by black Americans at the hands of the clan was horrific. The worst of the terror they faced was **lynching**. More than 2000 people were lynched between 1865 and 1955. Despite the shock and horror this caused, little was done to persecute the perpetrators.



### Opposition: The Ku Klux Klan and southern racists

#### KKK

In the south, the civil rights faced a lot of violent opposition. This mainly came from organisations such as Ku Klux Klan (KKK) and church organisations who claimed that integration was a sin in the Bible.

Registering to vote or campaigning for civil rights made black people even more of a target by the KKK. In Mississippi 1955, Reverend George and Lamar Smith were murdered for registering to vote. The killing was written off as a car accident

#### The murder of Emmet Till

Emmett Till, a 14-year-old boy from Chicago was visiting his cousins in Mississippi. He told them of how the conditions in the North, where he came from, were much less segregated than in the south. One of them dared Till to go into Rob Bryant's store and talk to his wife Carolyn Bryant.

There is conflicting evidence of what actually happened in the store. Carolyn claimed that Till grabbed her and made sexual suggestions. When her husband Rob heard of this he took Till into a truck, beat him, shot him and then threw him into the river. The body was found three days later.

Till's mother, Mamie Bradley insisted on having her son's body in an open viewing in Chicago. This gained lots of publicity and brought attention to other black people murders. Emmett Till did not get justice. Black Americans were still murdered in Mississippi however the Till case is significant in the history of civil rights.



### Political opposition: Congress, Dixiecrats and State government

Opposition also came from the government as attempts to produce a civil rights act were constantly blocked by Southern members. The most significant opponent was the Dixiecrats; a breakaway party with strong views in segregation and the rights of states. Southern governors, local mayors and other state officials also supported segregation. There were no black judges and juries were banned and so any lawsuit brought by a civil rights group would have to be supported by local officials.

### White Citizens' Council (WCC)

These were set up from 1954 onwards to stop **desegregation**. They had around 60000 members by the mid 1950's. They often began as organisations opposed to school desegregation in their area. They also opposed desegregation of libraries and swimming pools. Their protests included the use of violence and also economic means. This could include the sacking of black employees who signed petitions or were involved in civil rights activities.





## Progress in Education

### The Brown vs Topeka Case

By far the biggest segregation issue for most people in the South was education. In the early 1950s, many Southern states made segregated public schools more equal, hoping to avoid calls for desegregation. In South Carolina \$100million was spent on upgrading black schools rather than desegregate them.

#### Brown case (1954)

In the early 1950's, racial segregation in public schools was normal across the USA. Although schools were supposed to be 'separate but equal', most black schools were far inferior to white ones.

In Topeka, Kansas, a black third-grader named **Linda Brown** had to walk one mile (20 blocks) through a railroad switchyard to get to her black elementary school, even though a white elementary school was only 7 blocks away. Linda's father, Oliver Brown thought this was morally wrong. He tried to enrol her in the white elementary school, but the principal refused.

Brown went to McKinley Burnett, the head of the local **NAACP** and asked for help. The NAACP was eager to assist the Browns and 12 other black parents joined Brown, and, in 1951, the NAACP requested a ruling that would forbid the segregation of Topeka's public schools. On the other hand, a previous court case Plessy vs. Ferguson allowed 'separate but equal' school system for blacks and whites, and no Supreme Court ruling had overturned this ruling. Thus they lost their case because of the Plessy ruling

Brown and the NAACP took their case to the Supreme Court in 1952 (known as Brown vs Board of Education Topeka, Kansas). The NAACP argued that segregated schools sent the message to black children that they were inferior to whites; therefore, the schools were obviously unequal. They further argued that it broke the 14<sup>th</sup> Amendment (The amendment addresses rights and equal protection of the laws, and was proposed in response to issues related to former slaves following the American Civil War.)

In May 1954 the Supreme Court struck down the "separate but equal" doctrine of Plessy for public education, ruled in favour of the Browns, and required the desegregation of schools across America. It set no time scale for desegregation but a year later it ruled that desegregation should be done with 'all deliberate speed'.

The Supreme Court's Brown v. Board of Education decision did not end segregation in other public areas, such as restaurants and restrooms, nor did it require desegregation of public schools by a specific time. But it was a giant step towards complete desegregation of public schools. Even partial desegregation of these schools, however, was still very far away, as would soon become apparent.

#### Consequences

##### **Negative**

- In the Deep South there was white backlash. Black children who were integrated in white schools were the targets of threats and violence as were NAACP members and supporters of integration.
- Black students went to school having to deal with racist mobs chanting racist remarks. Their families were also threatened.

- Many black teachers lost their jobs and those that taught in integrated school faced trouble from the white students.
- Schools said they would integrate but didn't and in some states such as Kansas they did not accept desegregation.
- Parents set up local groups to fight school desegregation. They protested and threatened people outside schools
- The Ku Klux Klan increased in membership and they focused their attacks on civil rights workers
- In some places, 'White Citizens' Councils' were formed in 1954 to resist integration and they used extreme violence

**Positive**

- In those states furthest north and the district of Colombia desegregation in schools took place. By 1957- 723 school districts desegregated.
- It increased awareness of civil rights in the South



## Little Rock High School (1957)

### Events

Arkansas had desegregated parks, library, university and buses. Following the Brown case, a plan was made to desegregate schools, starting with Central High School. About 75 students applied but the school board only chose 25. Opponents threatened families of the black with the loss of their job and with violence. At the start of 1957 only 9 students were willing to go- they later became known as the Little Rock Nine.

A key opponent of the plan was Orval Faubus governor of Arkansas. When the school started in September 1957, Faubus sent 250 troops to surround the school 'to keep peace', stopping the black students going in. The school board told the students to go home and skip the first day of school.

Daisy Bates, the local NAACP organiser arranged for them to arrive school together the next day - Elizabeth Eckford, a student missed the message and arrived to school alone. The mob of waiting white people, many of them women was terrifying. She walked up to the state troop for protection however they turned their back towards her and shouted 'Lynch her! Lynch her!'



### **The Publicity**

On 4th September there was over 250 reporters and photographer outside the school, alerted by the previous day. A photo of Elizabeth and the mob were in the newspaper worldwide. The outrage, inside and outside the USA was enormous. The Little Rock Nine were famous. The Federal government felt publicity was bad for the USA's image board.

### **Presidential Order**

President Eisenhower didn't approve of legally enforcing integration but when worldwide publicity increased he was forced to act. He ordered Faubus to remove the state troops from Little Rock. On 23<sup>rd</sup> September- Faubus removed the troops but this led to rioting outside the school

24<sup>th</sup> September Eisenhower signed a Presidential Order and sent 1000 troops to LittleRock- Faubus's troops were 'federalised' (placed under federal control)

The troops stayed until the end of term, making sure the little rock nine got to and from school as well moving between classes safely. However, the troops could not stop threats of white teachers and students. They did not guard the black student's homes and couldn't stop any hate mail and threatening phone calls.

The school year ended in May 1958. Faubus closed every Little Rock high school for the next year, putting off integration again. White parents forced him to open the integrated schools in September 1959.

### **White Citizens Councils grow**

White Citizens Council (WCC) set up after the Brown ruling grew rapidly. WCC and many other groups petitioned and campaigned against segregation. They threatened families of children who were signed up to desegregate schools, they even bombed schools.

The Ku Klux Klan also carried bombings and threatening phone calls. White violence against black Americans escalated after Brown as desegregating schools was an issue.

### **Political Opposition**

25<sup>th</sup> February 1956 – Senator Harry Byrd of Virginia demanded resistance to desegregation, and said that he would close schools that tried to. No school did.

‘Massive resistance’ was ruled illegal in 1959 by Supreme Court, and slow, partial desegregation started occurring.

Many school boards resisted in less obvious ways than Byrd. For example: Plans were drawn up, for gradual desegregation, one school year at a time; only few black students were allowed into each year group; black and white students went to the same school, but were segregated within; ‘testing’ and ‘psychological testing’ was introduced, to decide which children went to which schools; they used examples of violent resistance, as a reason to exclude the black students, claiming it was ‘for their own safety’; they desegregated one or two schools in each area, but left the rest segregated.

### **Coping with Opposition**

NAACP and CORE worked with families of children involved in desegregation of schools, talking about the hostility and constant scrutiny they would face.

Opposition was from everywhere: school board, policemen, state governors, and local white people.

Students often had to be escorted to school by police or state troops, and Black Americans felt there were few whites they could rely on. Many whites who supported desegregation were too afraid to openly support blacks.

# The Montgomery Bus Boycott (1955)

## Event (summary)


In Montgomery, buses were segregated. Rosa Parks was a member of the NAACP and on the 1st of December 1955, Rosa Parks got on the bus and sat in the first row. She was asked to get up along with the three other black people on the same row. She refused and so the driver called the police and she was then arrested and fined \$10. After her arrest, a Bus boycott began. The boycott lasted 381 days and almost all of the black people of Montgomery took part (90%). The Boycott ended when all buses were desegregated.



## Women's Political Council (WPC)

The WPC were set up before the Rosa Parks incident, in 1946, to fight discrimination on the buses. Jo Ann Robinson became President of the WPC in 1950 and challenged the issue of drivers (i.e. they should have black drivers and white drivers should be polite) and of the empty seats (segregation should only happen when the buses are full). It was the WPC that called for a one-day bus boycott after Rosa Park's arrest.

**Jo Ann Robinson**



- Women's Political Council
- Professor
- Had been removed from the front of an empty bus in 1949
- Began drumming up support for a boycott of busses in Montgomery

**BOYCOTT** - A boycott is an act of voluntary and intentional abstention from using, buying, or dealing with a person, organization, or country as an expression of protest, usually for moral, social, political, or environmental reasons. The purpose of a boycott is to inflict some economic loss on the target, or to indicate a moral outrage, to try to compel the target to alter an objectionable behaviour.

## Significance of Rosa Parks

Rosa Parks was the sixth person who got arrested for not giving her seat up for a white person, in 1955 alone. However, it was Parks who became the figurehead of the boycott...why?

1. Appeals to bus company officials for change were being ignored. More and more people were being arrested for not giving up their seats. The WPC had warned Montgomery's Mayor, Mayor Gayle, that there would be a boycott if the bus policy did not change. Parks' arrest was the last straw.
2. She was a respected, middle-aged, married woman who was well regarded within the black community. There was nothing anyone could say about her that was bad, or cast a doubt on what she said.

3. She was the secretary of the Montgomery NAACP, and the leader of its youth council, she trained in how to behave in non-violent protest, and was involved in voter registration.
4. She would look good and know how to behave as the public face of the boycott

### **Montgomery Improvement Association (MIA)**

The MIA was set up on the 5<sup>th</sup> December 1955 following the Rosa Parks incident. Its aim was to improve the lives of black people and to continue the bus boycott as well as demanded improvements such as black drivers, fair seating and courtesy of white drivers.

### **Leadership of Martin Luther King**

Martin Luther King was chosen as the leader of the MIA for several reasons.

- He was new in Montgomery, so had no friends or enemies among Montgomery's white officials.
- He was a clergyman so the black community respected him in Montgomery. Also, he was paid by the church, not a white business who could threaten to sack him.
- He was well educated and believed in black and white Americans working together for civil rights.
- He supported fighting for civil rights- but through non-violent direct action.

### **Events of the Boycott**

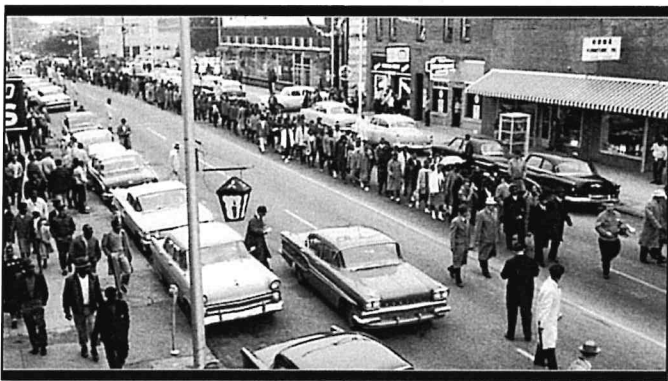
On the 8<sup>th</sup> of December, the MIA met the bus company who refused to change the rules so the boycott continued. Because some black people weren't able to walk to their destinations, they set up a car-pool system. There were over 300 cars involved in the system.

- The boycotters struggled with their daily lives. They faced violence and some lost their jobs but most didn't give in and this persistence encouraged the boycotters.
- On the 30<sup>th</sup> of January King's home was bombed while his wife and baby were inside. Several other homes and churches were bombed which increased publicity and sympathy for the boycotters.
- The WCC membership rose significantly. Mayor Gale and several of his officials joined. Many white people reacted badly to the boycott. One tactic the Montgomery officials used to harass the boycotters was to arrest them on minor charges, such as speeding.
- On the 22<sup>nd</sup> of February, 89 MIA members, including King, were arrested. During the trial, the MIA brought evidence of injustices done to blacks which increased publicity. King was found guilty and ended up paying \$500 fine.
- The Browder vs Gayle case: The NAACP saw the growing publicity therefore decided to bring a court case to desegregate buses. On the 1<sup>st</sup> February 1956- NAACP lawyers filed the Browder vs Gayle. They argued that bus segregations were a violation of the 14<sup>th</sup> Amendment. The case was fought in the name of Aurelia Browder and 4 others who were arrested in 1955.
- The Supreme Court decision: On the 5<sup>th</sup> of June, the court stated that buses should desegregate. Ignoring the appeal from bus companies, on 13<sup>th</sup> November the Court upheld their demand for desegregation. On 21<sup>st</sup> of December integrated bus services began.

### **Reasons for success**

- The people in the boycott persisted despite threats; loss of jobs / bank loans; going to jail and bombings.

- Lawyers were determined to challenge segregated bus seating in the courts. Clifford Durr and black attorney Fred Gray provided the legal defence for Rosa Parks.
- Ralph David Abernathy was a clergyman and member of NAACP. He organised the action.
- E D Dixon (NAACP member) helped set up the boycott and went on fundraising tours for the MIA and he was well-respected.
- Martin Luther King became vital in the movement and had widespread appeal amongst blacks and whites.
- Jo Ann Robinson had suggested the one-day boycott and wrote flyers that were dropped off at various churches and other places.
- The WPC had useful contacts such as with the press and their supporters. People were informed about events through the use of leaflets, church services and local press and MIA kept them involved in decision making.
- The MIA coordinated everything. Martin Luther King kept the boycott going, raised funds for MIA and got publicity for the boycott



**Are You Tired of Walking?**  
 SURE YOU ARE . . . BUT WE WALK WHILE  
 OUR LEADERS RIDE . . . IN BIG CARS TOO!

W H Y ?

Because They're Playing Us For Suckers  
 While They Get Rich On Our Money!

NO WONDER THEY WANT TO KEEP THE BOYCOTT  
 GOING . . . NO WONDER THEY DON'T TELL US  
 THERE ISN'T A CHANCE IN THE WORLD OF  
 BREAKING SEGREGATION IN MONTGOMERY

W A K E U P — G E T S M A R T

We'll Be Walking To Work Till Judgement Day If  
 They Have Their Way . . . We'll Be Losing What  
 Friendship We Have Left And Making Our Situation  
 Worse Instead Of Better If They Have Their Way . . .  
 We'll Be The Joke Of The Whole Country . . . Walk-  
 ing While Our Leaders Ride In Big Cars . . . Walking  
 While Our Leaders Get Rich On Our Money!

DON'T SWALLOW THEIR MESS ANYMORE!

Don't Be A Fool — It's Our Money & Our Feet!

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## Significance of Martin Luther King and other Civil Rights Leaders.

King became important in the civil rights movement because he took a non-violent approach. He also had much devotion to his Christian values and made many famous, passionate speeches. The Montgomery Bus Boycott was his first significant civil rights protest and he played an important part in keeping the boycotters going (he kept them motivated). He also raised funds for the MIA and got publicity for the boycott. King's leadership was noteworthy to the boycott BUT other people played a significant part in the success of the boycott too such as:

### **JO ANN ROBINSON**

She was the President of the WPC, and also an English teacher at Alabama State College in Montgomery. Since 1954, she had been writing to Mayor Gayle and the bus company about the problems black people faced on buses. She was one of those who suggested the one-day boycott. She wrote flyers, and then she and several of her students printed and dropped them off at various churches.

### **E.D. NIXON**

He was an NAACP member. He had been campaigning for civil rights in Montgomery for many years before the boycott. Rosa Parks called him when she was arrested. He helped set up the boycott and went on fundraising tours for the MIA. He was well respected, especially in the black community, but he did not have King's education or ability to make speeches that swayed both black and white people.

### **RALPH DAVID ABERNATHY**

He was a clergyman and a Montgomery NAACP member. He worked closely with King during the boycott. When King left Montgomery in 1959, Abernathy took over as leader of the MIA. **All three of them were arrested with MLK in January 1956.**

### Importance of the Montgomery bus boycott:

- Showed black people could organise mass resistance
- Civil right campaigns could attract widespread support if well organised and publicised
- Brought Martin Luther King into the spotlight
- Showed importance of publicity which exposed injustices
- Set off other boycotts
- Rules of non-violent direct action first laid out
- Showed black action set off negative white response
- Showed problems black Americans faced
- Civil right activists later exploited this by holding mass protests where an extreme reaction from whites was likely.

### After the Boycott

The boycott achieved its goal in desegregating buses in Montgomery. However there was negative backlash. The homes of Martin Luther King, members of the MIA and black churches were bombed. Seven WCC members were arrested for the bombings but were cleared because of an all-white jury. Because of clashes in buses between whites and blacks on buses, bus services were suspended for several weeks. Although the actual buses were desegregated the bus stops weren't.



## The 1957 Civil Rights Act

President Eisenhower was reluctant to act on the civil rights movement; he believed that change came from changing people's mentality and not forcing them to do something. He knew that many people felt that federal intervention in the state government was unconstitutional. However the backlash was too much and people were empathising the civil rights movement in the USA and abroad. The first draft of the civil rights bill called for federal intervention by states. Many people disagreed with that act. Even Eisenhower spoke against it saying that you can't force the people to change.

### The Dixiecrats and the 1957 Civil Rights Act

- Dixiecrats were against black voting rights, although some supported it.
- They opposed any bill supporting civil rights of black Americans.
- Strom Thurmond (member of Dixiecrat) spoke for 24 hours and it prevented the first vote on the bill. This meant the bill had to be reconsidered by both houses in Congress and revised.
- 9<sup>th</sup> September 1957, the Civil Rights Act was signed, allowing federal courts to prosecute state violations of voting right. But this was usually by an all-white jury which meant it would most likely be dismissed

Overall the act was a step forward but it showed the power of Southern opposition to civil rights legislation, in blocking its enforcement.

The Southern Christian Leadership Council (SCLC) was set up in January 1957, to coordinate church based protests. Two of the more well-known leaders of the group were Ralph Abernethy and Martin Luther King. Some of the policies of the SCLC were:

- All segregation was to be rejected and protested against.
- The tactics were non-violent but direct actions, mass action.
- Broad based membership, both blacks and whites could join.
- Their first big campaign was centred on voter registration, because they wanted to have enough black voters in the South to have a significant impact on the 1958 and 1960 elections.
- The SCLC worked with black communities to help train them so that they could pass the voter registration tests.



### Civil Rights Act of 1957



- In the same year that the Little Rock crisis took place, Congress passed the Civil Rights Act of 1957.
- The Civil Rights Act of 1957 protected the rights of African Americans to vote.
- The law created a civil rights division within the Department of Justice.
- It also created the United States Commission on Civil Rights to investigate instances in which the right to vote was denied.

## KEY TOPIC 2 – Protest, Progress and Radicalism, 1960-75

### Progress by 1962

#### Greensboro Sit-in

##### **What happened?**

On 1<sup>st</sup> February 1960, 4 black students (Izell Blair, Franklin McCain, Joseph McNeil and David Richmond) from the North Carolina Agriculture and Technology College in Greensboro North Carolina, sat at the lunch counter in Greensboro Woolworth's department store and waited to be served. The lunch counter was **segregated**. Staff refused to serve the students. The students were asked to leave; they refused. They stayed at the counter until closing time.

The next day 25 students arrived and sat at the lunch counter in shifts. Local papers reported the story. Word spread rapidly. More students joined the sit in. (THE IMPACT OF MEDIA IS IMPORTANT IN THE CIVIL RIGHTS MOVEMENT)

By 4<sup>th</sup> February there were over 300 students working in shifts – black and white, male and female. The sit in spread to other Greensboro segregated lunch counters. Soon it was national news with thousands of young people taking part.



##### **Organising the protests...**

CORE and SNCC sent people to train the students in non-violent protest tactics. 15<sup>th</sup> April 1960, Ella Baker (civil rights activist and SCLC member) invited student groups to a meeting in Raleigh, North Carolina to plant student protests across the South.

At this meeting **Student Nonviolent Coordinating Committee (SNCC)** was set up. The organisation was built on non-violent principles by CORE and MLK like, **demonstrate peacefully and visibly – do not rise to provocation – show your opponent up as a violent oppressor.**

SNCC provided support to groups; trained students to cope with the hostility and harassment they faced.



## **Significance of Greensboro...**

- Existing civil rights group helped sit-ins spread rapidly. Brought more attention to the issue.
- Some white Southerners joined CORE and SNCC. Threatened by segregationists (pro-segregation people)
- Sit-ins attracted significant number of protestors (50,000 mid-April 1960)
- Sit-ins were in public areas so media could see everything.
- First, mainly black students. Then white students and then college professors took part.
- Sit-ins showed the importance of publicity.
- Favourable news coverage produced support from black and whites in both the North and South.
- Demonstrations across USA at local branches of nationwide department stores that segregated their facilities.

## **Freedom Riders**

The Supreme court desegregated state transport in 1956 after the Montgomery Bus Boycott. However, bus station facilities (e.g toilets and waiting rooms) remained segregated until December 1960, when the Supreme Court ordered their desegregation in 1961. CORE activists decided to ride buses from the North to the Deep South on 'Freedom Rides' to see if the desegregation was actually happening. They knew it wasn't; their aim was to spark a crisis and publicity so the federal govt. would force states to desegregate.

May 4<sup>th</sup> 1961, **seven black and six white** 'Freedom Riders' left Washington DC on two different buses. Governor of Georgia 'urged calm', so the Riders only got to the border of Alabama with two being arrested and very little violence. Politicians in Alabama and Mississippi incl. John Patterson (Alabama's governor) spoke out against the Riders. The Southern press were against them and the Northern media accused riders of looking for trouble. The Ku Klux Klan and WCC swore to stop them.

## **Anniston, 15<sup>th</sup> May 1961**

First bus reached Anniston, Alabama. Over 100 KKK members surrounded it, slashing tyres and smashing the windows. The bus left, chased by the mob. Slashed tyres burst when the bus left the city. Someone threw a firebomb onto the bus through a broken window and held the doors shut. A white policeman on the bus forced the doors open; the passengers escaped just before the tank exploded. Some were beaten up as soon as they left the bus. Fred Shuttlesworth, leader of Alabama Christian Movement for Human Rights in Birmingham, Alabama, organised cars to take the Riders into Birmingham airport.

Riders on the 2<sup>nd</sup> bus didn't know what happened and arrived in Anniston. They were pulled off the bus and beaten up. They got back on the bus and drove on to Birmingham. Here they were beaten up again by KKK members. Birmingham's chief of police, 'Bull' Connor, told the police not to stop the KKK members. Eventually the Alabama Christian Movement for Human Rights (ACMHR) got the riders to the airport. Press coverage of the event was a huge embarrassment to the government.



### **The rides, and violence, continue**

SNCC determined not to let the KKK and WCCs win so they recruited their own Freedom Riders. 17<sup>th</sup> May, 10 Riders took the bus from Nashville, Tennessee to Birmingham. No driver would take them further. They waited in Birmingham bus station with an angry mob outside. The publicity forced the federal government to force Governor John Patterson to get them safely to Montgomery. 20<sup>th</sup> May the bus was police escorted to just outside Montgomery and then the police left.

Hundreds of KKK and WWC members were at the bus station. Riders and members of press were attacked, resulting in a policeman firing his gun into the air to stop the violence. The mob (1000+) roamed Montgomery attacking black people and setting one boy on fire. Riders were arrested by police for starting a riot.

Despite the violence, more people volunteered for Freedom Rides. In response, the Southern states developed a new tactic. 24<sup>th</sup> May, a large police escort accompanied a bus containing Freedom Riders going from Montgomery to Jackson, Mississippi. However, when they arrived and tried to use the facilities the Riders were arrested. The federal government didn't stop the arrests.

### **James Meredith Case 1962**

James Meredith reapplied in 1962 to the University of Mississippi (Ole Miss) after they rejected him in May 1961. He was to be rejected again. The NAACP challenged his rejection saying it was because he was black. Supreme Court ordered the university to admit him. University officials and Ross Barnett (state's governor) disobeyed the Supreme Court by physically stopping Meredith from registering. Barnett and several officers were WCC members.

30<sup>th</sup> September Meredith returned to register with 500 federal officers. A mob of over 3000 attacked the federal officials. President Kennedy spoke on TV and Radio asking for calm – he was ignored.

- Mob chanted in favour of Barnett and against the Federal Government.
- State police did little to stop the cars full of armed men from racing into town.
- Fires were started and streetlamps were shot out.
- Marshals could only use tear gas.
- 2 civilians died. 375 injured.

- 160 Federal marshals badly injured, 28 were shot.
- Kennedy sent in Federal troops eventually to stop the rioting.
- Meredith registered on 1<sup>st</sup> October.
- Troops guarded him the whole year it took him to graduate.



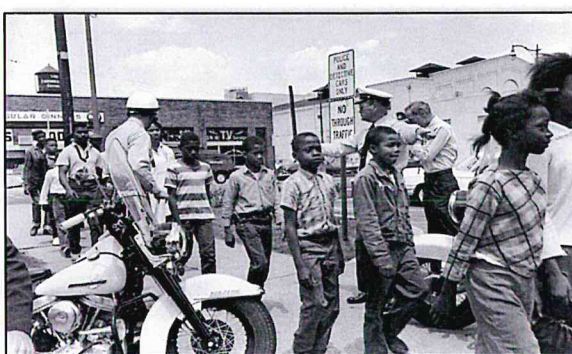
## 1963-65 Peaceful Protests

In October 1961, civil rights groups including SNCC and NAACP organised a campaign of protests against segregation in Albany, Georgia. State police arrested protestors but did not use violence. This led to very little publicity. MLK and other SCLC members joined the campaign. The presence of the high profile civil rights leader produced some publicity but not that much.

### **Campaign in Birmingham, Alabama**

**2<sup>nd</sup> April 1963**, SNCC, SCLC and ACMHR began **campaign 'C' (for confrontation)** to end segregation in Birmingham. The movement targeted Birmingham because it was completely segregated and blacks were often attacked. (City nicknamed Bomingham due to regular bombings of black churches, homes and businesses). Birmingham was also targeted as it was where **'Bull' Connor was chief police**. They believed he could be provoked into using violence against black protestors.

- Campaign C included sit-ins, mass meetings, peaceful protest marches and the boycott of shops. Hundreds of people took part. Fred Shuttlesworth and MLK one of the first few to be arrested in the first weeks.
- Most adults who protested were now in jail. So, James Bevel of SNCC trained **young black people to demonstrate**. On 2<sup>nd</sup> May about 6000 young black people marched. Most were students but some were as young as 6. Over 900 people of all ages were arrested
- Next day, 3<sup>rd</sup> May, more young people marched. Jails were full so 'Bull' Connor ordered police to use dogs and firehoses on protestors. News reports and photos spread worldwide causing horror. President Kennedy said the photos made him feel ashamed.



### **March on Washington, 28<sup>th</sup> August 1963**

After Birmingham, civil rights leaders planned a protest march involving people from all over the USA: the **March on Washington for Jobs and Freedom**. The movement chose Washington for the location of the march, due to its location at the heart of American politics, close to both the White House and Congress. **250,000+ people took part – 40,000 of them white**, at the time, it was the largest political gathering in the US. There were fears that the protest would turn violent, but it was peaceful. One possible reason being its broadcast live on TV around the world. The protest began with national anthem and a prayer. Civil rights activists made speeches. King was last; his speech **'I have a dream'** confirmed for many that he was the spokesman for the civil rights movement.

## Freedom Summer 1964

The right to vote only helped black Americans if they were registered to vote and not prevented from voting. Between the years 1962 to 1964 about 700,000 black Americans in the south registered to vote. However, in the countryside and the Deep South the number of black people to vote hardly rose at all.

In 1964 SNCC and CORE set up 'Freedom Summer' in Mississippi. 1000 volunteers went to Mississippi to work with local campaigners on projects in the black community. Voter registration was important because **1964 was election year**. Most volunteers were white college students from good families, chosen because they could pay their way and there would be big news if there were any attacks against them due to class and colour. Some taught in Freedom Schools for black children and others helped train black people to pass voter registration tests.

## White Opposition

The volunteers knew they were putting themselves and black Mississippians in danger. Many white Mississippians called the project an invasion and argued that the northern students didn't understand the South. There were over **10,000 KKK members in Mississippi**. Before the 'invasion' they burned 61 crosses, at the same time, across the state to show their power and anger. During the summer, they burnt 37 black churches and 30 homes. They beat up lots of volunteers and local black people. Many black people lost their jobs for going to civil rights meetings, trying to register to vote or allowing their children to go to a Freedom School. 17,000 tried to vote that summer, only 1,600 succeeded.

## Mississippi Murders

21<sup>st</sup> June, Michael Schwerner (white CORE field worker), Andrew Goodman (a white volunteer) and James Chaney (black CORE worker) were arrested while driving to Schwerner's home. They were released in the evening. On their way home, they were murdered by the KKK. CORE and SNCC members tried to find their bodies. They found the car (burned wreck) on the 23<sup>rd</sup> June. They also found bodies of 8 black men; three later identified as CORE workers. Chaney, Goodman and Schwerner not found until 4<sup>th</sup> August, they had been shot. The incident became a scandal.

After the summer, the white college students returned back to their colleges and Freedom Summer was seen as a good civil rights movement.

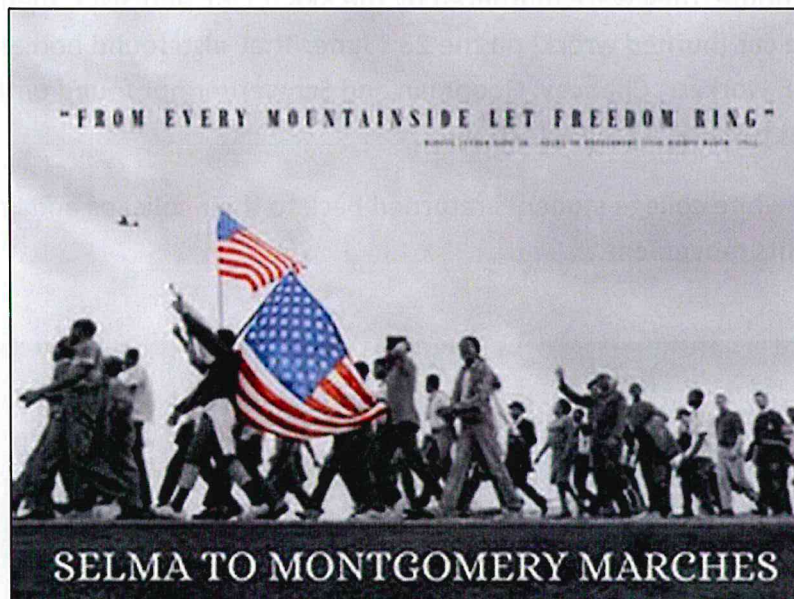


## Selma

Alabama was another state needing federal action on desegregation. On spring of 1965, SNCC was still working for voter registration but white officials had many methods of stopping black people from registering (like employers sacking employees, white gang threats and attacks, beatings and murders and difficult tests to pass). Selma was in Dallas County where more black people were entitled to vote than white people, but only 1% were registered. Few black people were applying despite SNCC's work. Fear of violence stopped many – Selma had the largest WCC in Alabama.

### King comes to Selma

- Local groups invited SCLC and King to campaign in Selma. Arrived January 1965. At the same time President Johnson was stressing the need of a Voting Rights Act to make voting tests fair and help blacks qualify to vote.
- In Selma people protested against voter registration tests. Others tried to vote. Confrontations with police and violent arrests. Johnson again spoke in favour of voter registration tests; the number of protesters rose as did their violence. One protestor died.
- Sunday 7<sup>th</sup> March, 600 protesters set out to march from Selma to Montgomery. State troopers stopped them at Edmund Pettus Bridge, just outside Selma, firing tear gas and attacking protestors. It made headlines in the USA and around the world for its abuse of black people.
- Both parts of Congress, many spoke out against violence and in favour of voter registration. All the country people marched in support for those attacked on 7<sup>th</sup> March, came to be known as Bloody Sunday.
- Johnson used an executive order to federalise the state national guard. Escorted the marchers from Selma to Montgomery on the 17<sup>th</sup> March. King led the march.





## Key Civil Rights Laws

The assassination of President Kennedy (who introduced strong Civil Rights bill and the growing protests led to a greater awareness of the issue of civil rights in the USA. The strong support for the protestors put increasing pressure on Congress to pass laws to protect the rights of black Americans.

### The Civil Rights Act of 1964

The 1964 Civil Rights Act, signed on 2<sup>nd</sup> July 1964:

- Banned discrimination in voter registration tests
- Banned discrimination in public spaces and businesses with branches in more than one state
- Banned job discrimination; set up Equal Opportunities Commission to enforce it
- Gave the government the power to force school desegregation
- Gave the government the right to remove federal funding from state projects that discriminated

The act made significant changes in theory but didn't abolish discrimination.

### The Voting Rights Act of 1965 (VRA)

On the 6<sup>th</sup> August 1965, President Johnson signed the VRA. It set up:

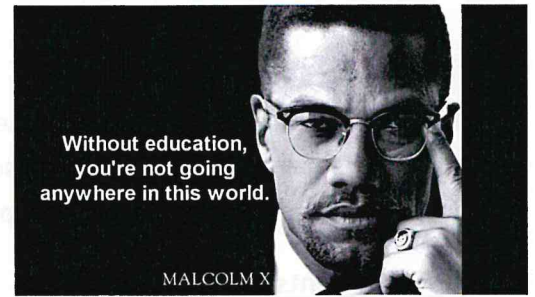
- One voting registration requirement, enforced by federal government. States could set qualification rules with federal government approval.
- Federal officials to run voter registration in any state and in all states where fewer than 50% of those qualified to vote were registered.

By the end of 1965, federal registrars had enrolled 79,593 voters. By the end of 1965 there was a growing level of frustration among black people about how far the campaign for civil rights had actually improved their lives.

### The Roles of Kennedy and Johnson

<b>Kennedy</b>	<b>Johnson</b>
Appointed black people to high level jobs	Appointed black people to high level jobs
Pressed for laws (assassinated before any passed)	Pressed for laws – secured Civil Rights Act and Voting Rights Act
Intervened using executive orders (federal troops sent to 'Ole Miss')	Intervened using executive orders – federalised Alabama state national guard to escort marchers from Selma to Montgomery
Personal pressure – pressed for escorts for the freedom riders	Personal pressure – pressed southern politicians to support civil rights bill

## Malcolm X



- Born Malcolm Little, May 19<sup>th</sup> 1925
- Father murdered when Malcolm was 6
- Mother had breakdown – children in foster homes
- 1946 Malcolm went to prison for burglary
- In prison joined Nation Of Islam(**NOI**) – **black nationalism** (belief that black people would never be equal in integrated communities; aim to create separate black nation) group that shared some Muslim beliefs.
- NOI said that white Americans deliberately held black people back and black people needed their own state
- Malcolm changed his name to Malcolm X, replacing a slave surname for X
- Once out of prison Malcolm became a **NOI** minister, then its spokesman
- In 1952 NOI had 500 members but then in 1963 it has 30,000 – many gave credit to Malcolm's campaigning

### Malcolm's Beliefs

- Rejected non-violent direct action, used and promoted by Martin Luther King, especially it's stress on not retaliating. Said blacks should defend themselves.
- Many black people thought the same thing – non-violent action not working.
- Legal acts didn't work either.
- Criticised civil rights leaders such as King for trying to work with black people to bring equality
- He believed whites would always see blacks as second class
- Malcolm showed he sympathised and understood the frustration of black people, esp. young men in ghettos
- In 1964 Malcolm left the NOI and started his own religious organisation Muslim Mosque Inc.
- NOI made speeches against him sent death threats
- After his pilgrimage to Makkah he returned with changed views; more willing for integration and white help
- Set up Organisation of African American Unity civil rights group and said it would work with other civil rights groups
- Held meetings with members of SNCC and CORE

### Assassination

- Shift in Malcolm's beliefs made NOI determined to kill him
- 21<sup>st</sup> February 1965, he was making a speech in New York when 3 members of NOI rushed onto the stage and shot him 15 times.
- Over 15,000 people went to his funeral.
- After Malcolm X's death, many people focused more on his early beliefs and criticism of non-violent direct action.
- Since 1965, rising number of black people rejected non-violent direct action and saw black nationalism and self-defence the next step in the fight for civil rights.

## Black Power

From 1963, a growing number of black Americans **disagreed** with *non-violent direct action*. A new way to protest emerged alongside non-violent direct action; the Black Power movement. 'Black Power' was a slogan used by black radical groups. They had different beliefs and ideas but most:

- Encouraged black people to be proud of their heritage and culture
- Rejected help from white people arguing black people should rely on themselves
- Argued against forced integration, saying would not produce real equality
- Were influenced by Malcolm X
- Used militant language and spoke about revolution

### Stokely Carmichael

After Voting Rights Act, **SNCC** continued helping black people register to vote. Many said there was no one to vote for who cared about civil rights. Stokely Carmichael of SNCC, along with others, set up **Lowndes County Freedom Organisation** as a party to represent black Americans. Party symbol was a panther and its slogan was 'Vote for the panther, then go home'. The panther became symbol of black rights. In May 1966, Carmichael was elected chairman of SNCC. He had believed in non-violent direct action but now believed that the focus of the fight needed to change. Carmichael brought more people who believed in Black Power into SNCC and started more SNCC campaigns in North, especially in city ghettos.

### The March Against Fear

June 1966, James Meredith led the March Against Fear through Mississippi, protesting about the violence black Americans in the South faced. He was shot on the 2<sup>nd</sup> day. While in hospital M.L.K and Carmichael led the march. King's speeches stressed non-violence, Carmichael's had militant language and urged people to demand Black Power. Carmichael's speeches made many have more radical beliefs. CORE and SNCC became less welcoming to white supporters and lost significant number of original black members who disagreed with the new, radical policies.

### Mexico Olympics, 1968

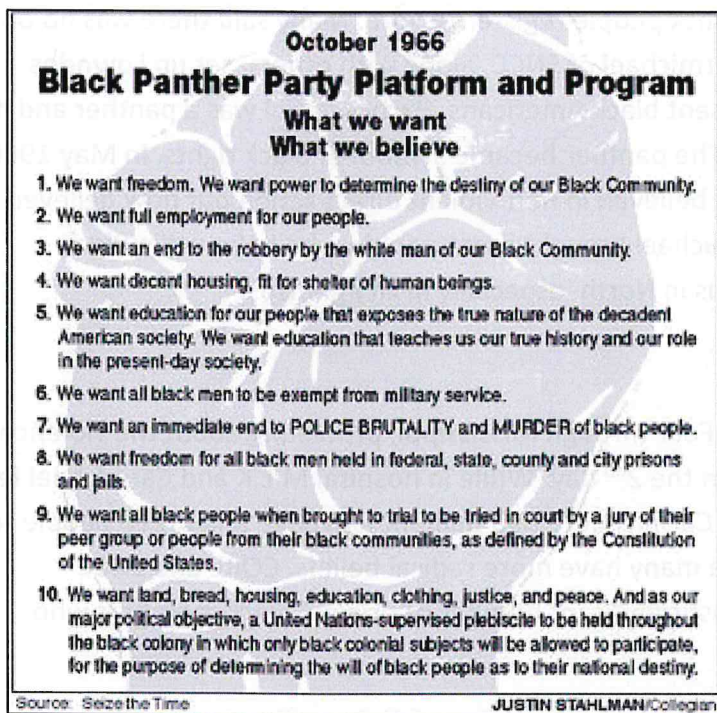
Black power rejected white people. It also scared them because it talked of violent revolution. Many Black Power organisations used the symbol of a raised, clenched fist. At the 1968 Mexico Olympics, Tommie Smith and John Carlos (black Americans) won gold and bronze. US national anthem was played as they were given their medals and they gave the Black Power salute. This led to shock and outrage as it was seen as a huge political act. They were booed by the Americans in the crowd. US newspapers condemned them as did politicians. Young black people found this public expression inspiration to join Black Power movement or use its tactics.



## Black Panthers

The Black Panthers were one of the largest Black Power groups, one of the most feared and they said the most misunderstood. Set up in California in October 1966 by Huey P. Newton and Bobby Seale. They attracted media attention when they went to State Capitol in Sacramento carrying guns to protest against a new law to stop people openly carrying guns. The sight of Black armed men in public made the news. The Panther movement took off.

Panthers believed that white officials and police didn't support black communities. Said black people needed black officials and police who would work for the community. However, unlike other groups they worked with white people who shared their beliefs. They originally called themselves 'The Black Panther Party for Self Defence'. Each group had their own version of the Ten Point Programme (by Huey P. Newton) and own version of the panther uniform.



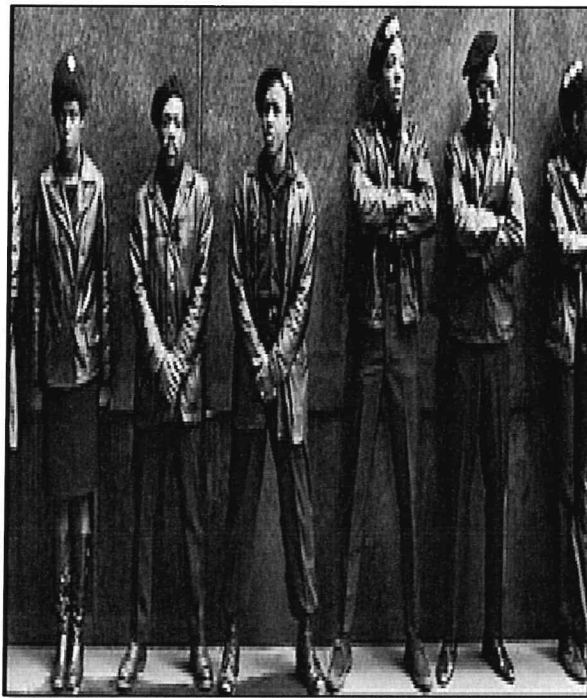
Black Panther groups saw themselves as police and social workers in their communities. They:

- Patrolled streets to keep them safe
- Encouraged cooperation between non-white city gangs that usually fought each other
- Controlled traffic around schools
- Pressed government officials to provide street lighting, pedestrian crossings and other aid for ghetto communities
- Ran courses on black history and citizen's rights
- Carried guns for self-defence and tape recorders so they could tape police harassment
- Organised medical clinics and provided free shoes for poor black people
- Ran breakfast clubs for poor black children before school

## Black Panthers Achievements

They helped improve living conditions in ghetto communities. Health clinics and breakfast clubs were particularly successful. However, the money they raised for their welfare projects came from black businesses but not all contributed willingly. Some Panthers were arrested for robbing banks to fund their projects. Their policing of the streets was for many groups about provoking the police and engaging in shoot outs.

July 1967, California passed a law that made it illegal to carry guns in public places. Huey Newton was then badly wounded in a shoot-out with the police in October and charged with murder. Panthers concentrated on a campaign to 'Free Huey' and publicity led to many more joining. By late 1968, there were 25 cities with Black Panther groups and many more around country. Even so, there was never more than 2,000 Panthers.



## Riots

Between 1964 and 1968 there were 329 major riots in 257 US cities. This resulted in 220 deaths, 8,371 severe injuries and 52,629 arrests. The first large scale riot was in New York in July 1964, 2 weeks after the civil rights act was signed. It began when a policeman shot a young black man, but was also a reaction to ghetto conditions and violence in Mississippi. Riots followed in other northern cities. Next major riot was in the Watts district of Los Angeles in August 1965. Set off by police violence while arresting a young black man but was again also a reaction to ghetto conditions and violence in Selma. After this there were summer riots every year in different cities, mainly in the North (worst in Chicago and Cleveland in 1966 and Newark and Detroit in 1967)

**Why were there riots?** – While specific incidents sparked off the riots, the long-term cause was the problems faced by black Americans in city ghettos.

- Police discrimination
- Discrimination by white officials
- They were twice as likely to be unemployed
- They were twice as likely to be poor
- Poor quality education

### The pattern of the riots

Over 80% of the rioters were young black men. There was support in the community for the riots. Many black people saw the riots as a reaction to the actions of white people. Black violence during the riots was mostly aimed at property (like discriminatory white-run stores) not white people. More black people died in the riots than whites, often shot by police or troops.

The Watts riots led more people to join black power groups and more people to react against calls for equality. However, it did draw publicity to ghetto problems. M.L.K visited Watts during the riots and decided that the SCLC must campaign in the North. President Johnson said the riots convinced him to put more money into improving ghettos.

### The Kerner Reports

In July 1967, President Johnson set up an inquiry into the riots. The 1968 Kerner Report said that:

- The riots were the result of ghetto conditions
- They came after white officials failed to fix problems the black community faced
- White officials should listen to black people and involve them in solving problems
- Police should have more protection in ghettos
- Police needed to change their unfair and sometimes brutal treatment of black people
- During riots the police made the situation worse by using violence
- Federal money given after riots to improve conditions was usually spent on training and equipping police
- No serious attempt to improve conditions in ghettos
- Media has sensationalised the riots, exaggerating damage, number of dead and federal aid.

## King's Campaign in the North

King wanted to show that non-violent direct action could still produce results. When the Coordinating Council of Community Organisations of Chicago asked the SCLC to join a non-violent campaign for fairer housing in 1966, the SCLC accepted.

- James Bevel from SCLC helped CCCO organise tenants' associations to fight the Chicago Real Estates Board's segregated housing and unfairly high rents.
- Jesse Jackson from the SCLC helped to organise Operation Breadbasket: boycotts to pressurise white employers employ more black people.
- 7<sup>th</sup> January 1966 the SCLC announced plans for a Chicago Freedom Movement and King went to Chicago.
- King called meetings and arranged demonstrations. Many of Chicago's black politicians opposed the campaign.
- SCLC found it hard to connect with the ghetto gangs. In the South, black churches were the focus of most communities and King's message of peaceful non-violence worked well.

### **The Campaign**

King faced different opposition to that of the South; Chicago's mayor, Richard Daley, sounded supportive of King's campaigns and negotiations but did nothing. The Chicago Freedom Movement planned marches through white neighbourhoods in July; hoped for violent response and to spark sympathy.

Before the marches began, a riot broke out. King urged for calm, but his pleas were ignored. King was also abused for not achieving any gains in Chicago. State troops were called in to stop the riot and Daley accused the SCLC of encouraging it. Chicago Freedom Movement went ahead with their marches anyway; they marched and produced a violent response and publicity but the publicity wasn't as supportive. Daley agreed to meetings with CFM and Chicago Real Estate Board and led to agreement on fairer housing practices. King and many SCLC left Chicago feeling that their job was done.

### **Failure or Success?**

King spoke of the campaign as a success. There had been peaceful demonstrations and there was an agreement. Operation Breadbasket kept running. Helped black people find jobs in white-owned businesses. Became key protest org. in Chicago. The whole campaign was seen as a failure because:

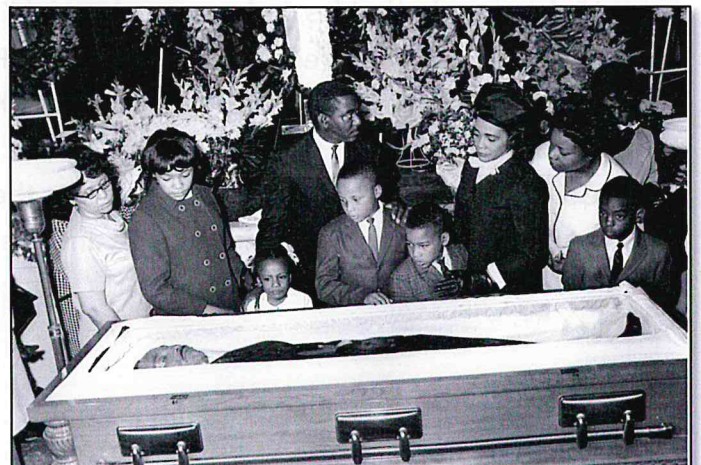
- Violence on both sides during campaign and King couldn't stop the riot
- Daley ignored the agreement he made with CFM and CREB, housing policies didn't change. The CCCO warned King this would happen. When King and SCLC left the CCCO found it hard to keep the pressure on Daley.
- Government didn't push Daley to carry out the agreement. Relations between King and Johnson were becoming strained due to King's anti-Vietnam stance

## Assassination of Martin Luther King

Just after 6pm on the 4<sup>th</sup> April 1968, Martin Luther King was assassinated. He was shot whilst standing on the balcony of a hotel in Memphis Tennessee. He had arrived the day before to prepare for a march supporting rubbish collectors. At the same time, he was planning a large 'Poor People's Campaign' on behalf of all the poor, not just black.

### In the weeks after King's death:

- There were riots in 172 towns and cities all over the USA. By 9<sup>th</sup> April, the day of King's funeral, 32 black people were dead and 3,500+ had been seriously injured and 27,000 had been arrested. \$45 million of damage caused.
- The Poor People's Campaign went ahead. A large integrated group of poor marchers marched on Washington and set up camp there, within view of the capitol. The campaign, which many of the SCLC leaders had warned king might not succeed, failed. SCLC leaders and protestors argued. Camp broke after a few weeks.
- 1968 Civil Rights Act was quickly passed. Included section about fair housing. The act gave federal protection to civil rights workers but made punishment for rioting more severe.





## Civil Rights and Progress, 1969-75

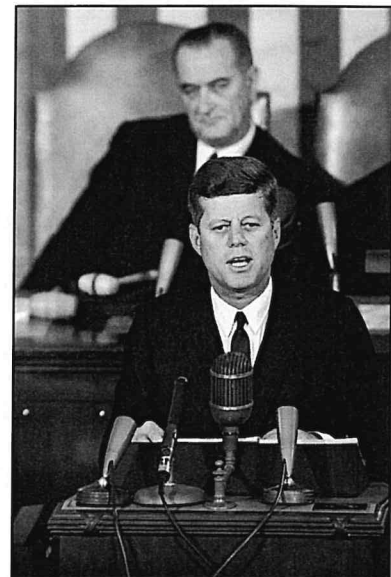
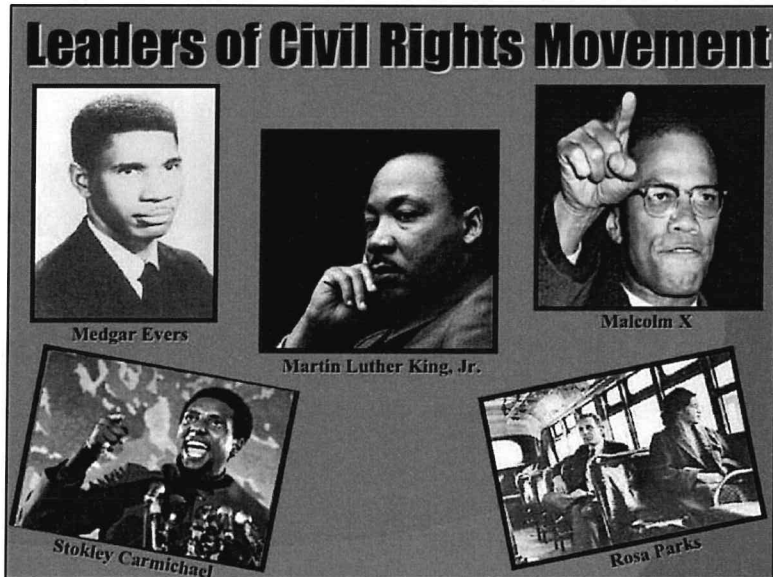
Black protests after 1969 split in different ways. Local protests still addressed issues such as desegregation or equal employment while large-scale protests were likely to be about single issues. The Black Panthers held national protests about what they saw as the wrongful imprisonment of some of their members.

The issue that drew in the most people from different races and classes was the US involvement in the Vietnam War. As the USA became more involved in the war, public anti-war feeling increased. Black Americans were particularly angry that their demands for civil rights were not being met yet they were still expected to join the army and fight.

### **A New President**

Richard Nixon became president in 1969. As vice president (1953-1961) and in his presidential election campaign he spoke up for civil rights. However, like earlier presidents, he was careful to balance against black vote and Southern vote (who were still largely against civil rights). Many of the reforms he introduced were sold to white communities as being likely to stop riots.

- He set up funding and training for black people setting up businesses in black neighbourhoods.
- Gave tax breaks to white-owned businesses that set up branches in black neighbourhoods
- Pressed for 'affirmative action' – the deliberate choosing of a black person for a job over a white person. He saw this as a way to get more job equality.
- He made sure there were more black officials in the White House.



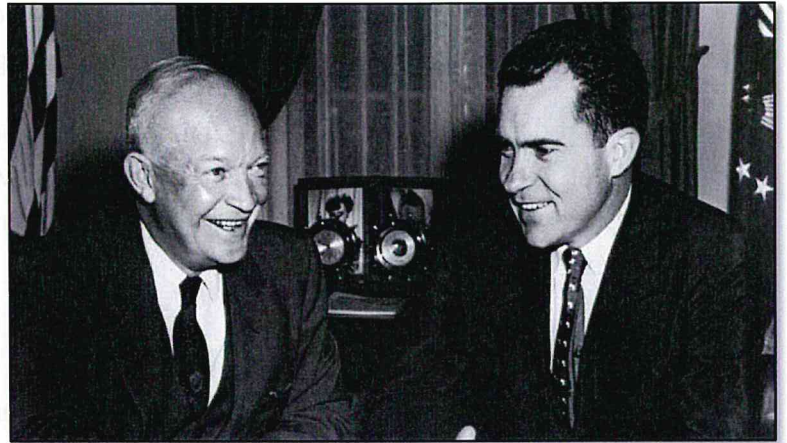
## Key Topic 3: US involvement in the Vietnam War 1954-1975

# Dien Bien Phu

## Background

### End of French rule in Vietnam

During WW2, Japan had taken over control of Vietnam. But when Japan surrendered in August 1945, France saw this as an opportunity to take back Vietnam as it had once been part of their colony. Meanwhile **Ho Chi Minh** (a Vietnamese) announced Vietnam was independent from the French called the Democratic Republic of Vietnam. Ho Cho Minh had asked the USA for help vs the French but America was worried that Ho Chi Minh might make Vietnam Communist. The French realised that Ho Chi Minh's support was weak in South Vietnam and set up the State of Vietnam, putting in puppet leader **Bao Dai**. When China became Communist in 1949, America was worried about **Communism** spreading and so helped the French in Vietnam with supplies and military advisers. 80% of the cost of war for France was paid by the USA



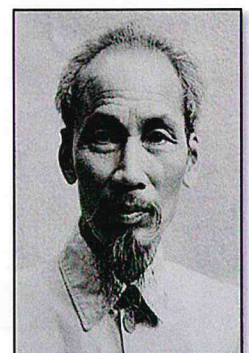
In March 1954 a battle took place between Vietnamese troops- called the **Vietminh** (under Ho Chi Minh) and French troops at **Dien Bien Phu**. After 55 days the French surrendered. The Vietminh won because of help from China (planning and troops), their commitment to gain independence, local support (spied on the French and moved supplies), the local conditions (use of traps) and the fact that the French underestimated the strength of the Vietminh.

As a result the Geneva conference was held in July 1954 to discuss the future of Vietnam. It was agreed that:

As a result the Geneva conference was held in July 1954 to discuss the future of Vietnam. It was agreed that:

1. Vietnam would be temporarily divided between North and South
2. Ho Chi Minh would run the North
3. Bao Dai would run the South- in June 1954, **Diem** became leader
4. Vietnamese troops and people could move to north or south for 300 days after the agreement
5. No foreign troops were allowed to set up bases in either part
6. Elections to be held in July 1956

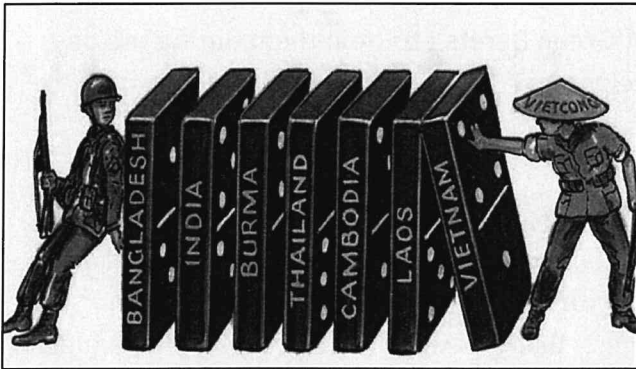
Both sides were not happy with the agreements - America and the South refused to obey the agreement and the North were not happy with the decision



## President's involvement in Vietnam.

President Eisenhower- There was increased US involvement in Vietnam because of:

### Domino Theory



America feared that if Vietnam became Communist, surrounding countries would become Communist too - known as the **Domino Theory**. In September 1954 the South East Asia Treaty Organisation (SEATO) was set up where countries agreed to act together to stop communism spreading.

### Diem's weak government

Diem did not have support in the South as there were still communists in the South who controlled some areas, Diem was Catholic and the majority were Buddhist (violent clashes between the two), Diem gave key positions to family members and Catholics, he had little respect for peasants and made no reforms and officials were corrupt / greedy landlords. Eisenhower sent more advisers to the South to support Diem and train their army the **ARVN**. But he did not want to send US troops into Vietnam. Meanwhile **Bao Dai** (previous leader of the South) spoke out against Diem. Elections were held in the south between Diem and Bao Dai. The US helped run the elections which were seen as fixed, which Diem won. The villagers were not allowed to elect their own officials, Diem and the US became unpopular.

### No elections

Diem refused to hold elections in July 1956 as he said his government was not in existence when the agreement had been made in Geneva. America supported Diem's stance and sent more aid. However, Diem continued to oppress the South and took America's money. He told the US that the people supported him and waged a campaign against any political / religious opponents, encouraged people to report any communists and sent the ARVN to find any Communist suspects (65,000 had been arrested, 2,000 killed). The remaining Communists fought back and there were several revolutionary groups in the South, fighting Diem's government. These were labelled the **VC (Vietcong)**. The North supported them and this led to a civil war in the South. In November 1960 an attempt was made to overthrow Diem. Diem blamed the USA, whilst the USA urged him to make himself more popular to the South. America's support for Diem was making them unpopular at home and abroad. The VC joined with other rebel groups to form the NLF (National Liberation Front). They encouraged villagers in the South to disobey the government and promoted communism. By the end of 1960 less than half of the South was under government control.

## President Kennedy (became President in 1961)

Kennedy agreed with the domino theory and the idea of a limited war. He sent in more advisors to South Vietnam (16,000 by November 1963) as the number of VC's in the South had increased to 12,000. Kennedy told advisors to use counter-insurgency tactics - using military attacks to hunt out VC and gaining support of local population- win their 'hearts and minds'. But the ARVN looked down on villagers and the villagers saw them as corrupt. The US forces went in to the villagers ('Green Berets') to train them during the day, but found it hard to win their trust as they were seen as foreigners. The VC visited the villagers at night to gain their support.

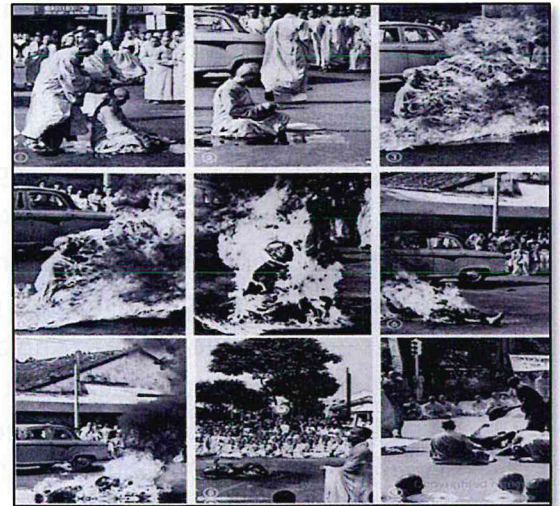
### Strategic Hamlets



In January 1962, large new villages were created surrounded by barbed wire with the aim of preventing the VC from recruiting villagers. Villagers were moved into these hamlets. 800 Green Berets helped with this and by September, 5,000 had been built. But many villagers were upset at being moved from their ancestral homes and families. Also the villagers starved as not enough food was provided for them.

### Diem's unpopularity and overthrow

In January 1963 the ARVN lost the battle of Ap Bac despite outnumbering the VC and having better weapons. They also lost 5 US helicopters, 3 US advisors and 60 troops. The US media reported the defeat. On 6<sup>th</sup> May, Diem's forces shot on Buddhist protestors, killing 9 and famously a monk, **Quang Duc** set himself on fire. There was worldwide publicity of the events. Kennedy pushed Diem to make peace with the Buddhists but he increased the persecution and he was not ruling democratically. The US didn't want to publicly overthrow Diem and on 1<sup>st</sup> November Diem was overthrown and assassinated by ARVN generals. Kennedy felt he had a responsibility to help the new South Vietnamese government. But he was assassinated in November 1963. New President, Johnson had to work with General Minh's government in the South.



## President Johnson (became President in 1963)

When Johnson became President he wanted to:

1. Set up a people's government in the South
2. Keep the South separate and non-Communist
3. Stop the war escalating

Meanwhile the government in the South was weak and only controlled 30%-40% of the South. The North were sending supplies via the **Ho Chi Minh trail** by 1955-1963 \$100 million worth of aid from China was sent to the South. The VC was getting stronger. By 1964 there were 200,000 US advisors. Johnson wanted to send US troops into Vietnam BUT it was an election year and he did not want an issue that would divide congress and ruin his chances of election.

### Gulf of Tonkin, 1964

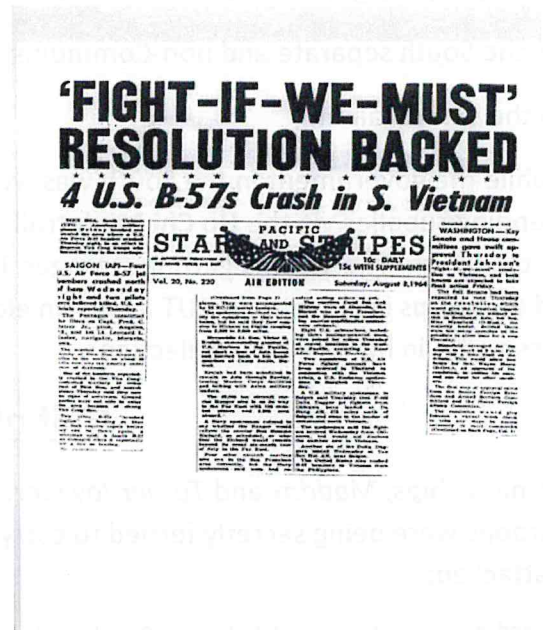
Two US navy ships, *Maddox* and *Turner Joy* were patrolling in the Gulf of Tonkin (close to the North) and ARVN troops were being secretly ferried to carry out raids on the North. Angered by these attacks, the North attacked:

- **2<sup>nd</sup> August** the North's boats fired at the *Maddox* and the US fired back
- **4<sup>th</sup> August** the US navy ships claimed to be attacked by the North. However there was confusion about whether the attack happened. Nonetheless Johnson ordered US planes to strike North Vietnamese targets. Two U.S jets were shot down too.
- **5<sup>th</sup> August**- Johnson asked Congress to give him the power to stop future attacks on US forces
- **7<sup>th</sup> August "Gulf of Tonkin Resolution"** passed, giving Johnson the power to take any steps he wanted to stop attacks, without having to consult Congress (it was in effect a declaration of war against Vietnam). The powers given to Johnson included sending troops to Vietnam.

North Vietnam saw it as a declaration of war and in response they

1. Sent more men and supplies to the South
2. Urged the VC in the South to attack US bases
3. December 1964 to January 1965 there was a battle at Binh Gia and the VC won. Military equipment was destroyed and prisoners were taken
4. February 1965 the VC attacked the US airfield in Pleiku leaving 9 dead, 128 wounded and 122 aircrafts damaged

By 1965 the war was costing the US \$2 million a day. Many Americans could not understand how a country as powerful and rich as the US could not defeat North Vietnam. The Presidents had argued that the South of Vietnam needed to be won over and that this was the key to winning the war. As a result more US troops were being sent to the South.



## Nature of the conflict

### VC tactics

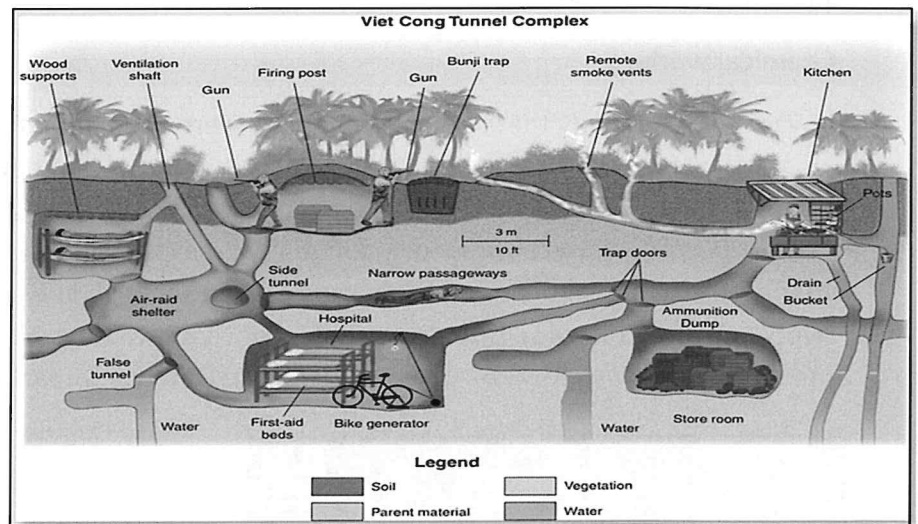
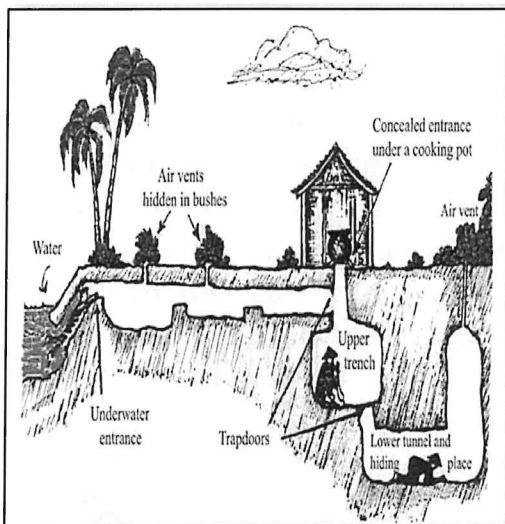
The VC was less armed than the ARVN but they fought a **guerrilla war**. This is where anyone could be a VC-man, woman or child. These tended to give supplies of food or information to the VC. The US and ARVN forces could not distinguish between who was the enemy and who was an ally.

The tactics that the VC used to fight in the war was:

1. Get the support of the people: by using propaganda, killing unpopular government officials in villages
2. Weaken / terrorise the enemy using 'hit and run' attacks: they sabotaged roads and bridges, dressed like ordinary people, used light weapons and equipment to move around, used simple ambushes e.g. sharp bamboo poles tied to explosives, made a network of tunnels, stayed close to US troops so planes can't bomb them
3. Drive out the enemy in battles: such as the battle of Ap Bac

### Tunnels

The tunnels had been used by the VC against the French. These were complex tunnels, connecting villages around Saigon (capital of the South). The Cu Chi tunnels had hospitals, weapon and fuel storage areas and living space. The US tried to destroy these tunnels using 'tunnel rats' - troops small enough to go in the tunnel. Later they destroyed the entrance of the tunnels



### US tactics

#### **Operation Rolling Thunder**

At this point there were no US ground troops in Vietnam, as Johnson wanted to force the North to negotiate peace without the US having to send in troops. But in February 1965 he agreed to Operation Rolling Thunder. This was a bombing campaign in the North. It had the aim of

- Targeting the Ho Chi Minh Trail (supplies)
- Targeting the industry in the north.

The US dropped **napalm** (petrol mixture that sticks to the skin and can burn through to the bone) and **pineapple bombs** (canisters that explode and shoot pellets everywhere). The bombing continued till 1968.

### Effects of the bombing:

- It caused damage to roads and bridges on the Ho Chi Minh trail but this was constantly repaired and tunnel systems were developed to protect soldiers and supplies.
- It did affect the industry but war supplies were made by China or USSR (Russia)
- The bombs caused destruction but it made the North more determined vs the US and it affected America's national and international reputation
- The US did not target transport or ships bringing supplies from the USSR or China and so aid rose from \$210 (1965) to \$505 million (1967)

At the same time, the US set up aircraft bases which needed to be protected by troops. By March 1965, 3,500 marines landed in Vietnam. These were the first fighting troops in Vietnam and as the operation increased so too did the number of US troops e.g. by 1967- 485,600 troops were in the South

### Search and destroy

This involved sending small units of US soldiers into the jungle to search for the VC. Helicopters were called to spray chemicals on the VC. It occurred on ground and fighting involved 'hit and run' attacks by the VC and not full-scale battles. But the tactic was not successful. In the first attacks, 100 US troops were killed and 1,100 VC. The US did manage to find tunnels and destroy them. But when the US and ARVN troops moved on, the VC moved back in. Also the US use of chemical sprays harmed the villagers and 4 million were made refugees so lost the US support e.g. in **Operation Cedar Falls**, 1967 the US lost 450 soldiers whilst the VC lost 750

### Chemical warfare

It was under Kennedy that chemical weapons were used in Vietnam; these were herbicides used to kill the jungle plants (**Agent Orange**) and the crops (**Agent Blue**). One defoliant programme was **Operation Ranch Hand** (August 1961). From 1964-1970 over 24% of those in the South had been sprayed with a herbicide- over 3,000 villages were sprayed and in many cases the villagers were still inside the village. These chemicals had a health defect; the poison did not dissolve in water so the rain carried it into streams and rivers and affected those that drank it. It also went into the soil. This also caused outrage in the US (the media reported it) and so by October 1971, the Defence Department stopped the spraying.





## Tet Offensive, 30<sup>th</sup> January 1968

The North Vietnamese worked carefully with the VC to plan the attack. It was a series of attacks on 26 cities and US bases in the South. 84,000 communists took part and this was a change from their 'hit and run' attacks. To prepare for this the VC and North did a number of things to catch the US and ARVN off guard:

- In 1967 they attacked areas in the South to lure US and ARVN troops away from cities and military bases
- The North claimed they were willing to negotiate peace.
- The North attacked the US base Khe Sanh

When the offensive happened the VC and North got into the US embassy, Presidential Palace, ARVN headquarters, radio station and airport. The American public were horrified, they had been told that they were winning the war and it was seen as a humiliation even though the VC was captured. Some places like Hue took 3 weeks to be recaptured

Most cities were recaptured and whilst the VC and North thought it might start a revolution in the South this did not happen. The VC were almost wiped out and it can be argued that they lost but the US public saw the offensive as a defeat. The effect on USA:

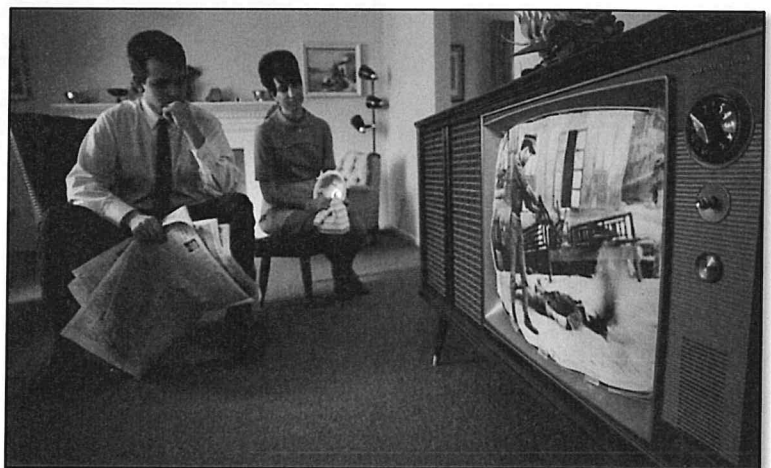
- Led to anti-war feeling and congress were less willing to fund the war effort. President Johnson did not run for presidency.
- The army felt they needed more troops whilst others felt that the ARVN had done a good job and so they could leave.
- The public felt cheated by the government that the war would end soon and were shocked at seeing the images of the offensive. It led to increased opposition to the war

The effect of the Tet Offensive on North Vietnam:

- Suffered heavy losses, the VC were nearly wiped out and South didn't revolt, but they could rebuild their force, used Tet in their propaganda and the anti-war feeling in the US was seen as a sign of victory

The effect of the Tet Offensive on South Vietnam:

- The government was worried the US would leave but they did have some support from the people.
- The people were unhappy with the failure to be protected



## President Nixon (1969-1973) and Vietnamisation

In his election campaign he promised to get the US out of the war and this by:

- Official peace talks in Paris where delegates met with representatives from the North and South (they argued over seating arrangements)!
- Secret peace talks: Between Henry Kissinger and Le Duc Tho (North) in August 1969 though the South were not told.
- Troop withdrawal in July 1969.
- ARVN training.
- Secret bombing of Cambodia in March 1969 as the Ho Chi Minh Trail ran through Cambodia



### Nixon Doctrine

Nixon gave a speech in July 1969, where he outlined the role of the US in Southeast Asia in the future. He said: the US would honour any previous treaty; they would help any ally vs nuclear threat, provide aid / training against non-nuclear threats but not troops.

### Vietnamisation

This was the concept that the USA was to withdraw from the South but without looking defeated and without the South turning Communist. It shifted responsibility to the ARVN. The US would provide training and equipment and the South would remain a separate non-communist country. It led to less US deaths and less US troops in Vietnam. But some troops thought that they were being withdrawn early and that more troops should be sent whilst others felt that the withdrawal was too slow. The communists saw it as a chance to gain the upper hand.



### Cambodia

This was being secretly bombed since 1969. In March 1970 the leader of Cambodia, General Lon Nol ordered the North Vietnamese to leave. The North Vietnamese teamed up with the Cambodian communist guerrillas, the "Khmer Rouge" to attack the Cambodian government. Nixon was told by his generals to support Nol vs the communists and so 30,000 US and 50,000 ARVN troops invaded. But this led to outrage in the US. Nixon even went on TV to justify his actions. The attack did lead to damage to the Ho Chi Minh

trail, 11,000 communists were killed and Nol stayed in power BUT the communists pulled back to safe places in Cambodia and the damage to the trail did not stop supplies getting to South Vietnam. There was huge protest in the US and Congress cancelled the Gulf of Tonkin Resolution

### **Laos 1971**

There was a civil war between communist groups (supported by North Vietnam and USSR) and their opponents (advised by US) in Laos. South Vietnam pressed the US to attack Laos (North Vietnam had bases in Laos) and so the US provided air support for the ARVN invasion. The North gathered an army of 36,000 troops to fight vs the 21,000 ARVN. The fighting was bloody and the ARVN fled leaving behind weapons. This raised doubts about Vietnamisation

### **Easter Offensive 1972**

The North (120,000 troops) planned an attack on the South on 30<sup>th</sup> March. They attacked in 3 different places and the VC joined in. The attack was a surprise and was initially successful though with the help of air support the ARVN pushed the North Vietnamese back

### **Bombing North, 1972**

This was called Operation Linebacker and it did not restrict bombings (unlike Operation Rolling Thunder). Hanoi (the capital of the North) was bombed and mines were dropped in Haiphong harbour to keep Chinese and Russia ships reaching the North. It did wipe out most of the North's war industry, disrupted supplies from USSR and China, destroyed radio stations and led to China and the USSR pushing the North to seek peace.

### **Failure of Vietnamisation**

In the end the North took Saigon (capital of the South) and Vietnam fell and was united as a Communist state. Why?

1. The US troops knew they were going home so didn't want to engage in any more fighting. If they were forced they 'fragged'- killed their own officers. By 1970 there were 209 cases compared to 96 in 1969. There was a high use of drug abuse especially marijuana and heroin. About 35,000 soldiers were heroin addicts
2. ARVN- it did not have enough soldiers, desertion was common (in 1971 there were 24,000), many officers didn't want to lead their troops into battle (as they were struggling), there was corruption in the ARVN, this meant some officers lied about numbers or took bribes from soldiers who didn't want to fight. A lot of their military supplies were stolen / sold off



3. Training and equipment- Congress restricted funding, training was hurried- in 1971 about 75% of the officers had less than a year's training, US equipment manuals were in English and the ARVN could not read English
4. Economic and political problems- When the US left there was an economic collapse in the South (300,000 lost their jobs), billions of US aid stopped. The government in the South was weak both politically and militarily. It was also corrupt and the people on the South hated them. The ARVN could not hold out against the North

## Leaving Vietnam

The South refused to sign the peace agreement of October 1972. Nixon promised supplies and military equipment to the South. On 27<sup>th</sup> January 1973 the Paris Agreement was signed by the US, the North, South Vietnam and the communists in the South. It set a ceasefire but many believed this would not last. After the agreement the South refused to negotiate with the North and eventually in March 1975, the North Vietnamese Army swept into the South. Congress refused to provide support and Vietnam became a communist country.

## Key Topic 4: Reactions to US involvement in the Vietnam War, 1964-75

### Opposition to the war

Initially there was broad support for the war. But when US involvement increased under President Johnson the public were concerned. Americans from different backgrounds protested:

- Martin Luther King- he spoke at anti-war protests from 1967
- Norman Morrison, a Quaker (a sect of Christianity) burned himself to death outside the Pentagon (US military headquarters)- deliberately copying what Buddhists had done in South Vietnam
- Wayne Morse senator of Oregon spoke against the war in 1965 and against the Gulf of Tonkin Resolution
- Vietnam Veterans Against the War (men who fought in the war) were formed in 1967. They handed back their medals and spoke in meetings and collected evidence on the murder of civilians

Reasons for protest

**short term factors:** Events in Vietnam (i.e. Tet Offensive), policy changes (invading Cambodia)

**long term factors:** rising death toll, cost of war (paid from taxes), black Americans speaking against the war e.g. Muhammad Ali, Black Panthers

### The Student Movement

The student population was increasing in America and many of these became part of 'counter-culture'- refuse to live by the rules of society which was to work hard and obey the government.

- They used methods such as sit-ins, boycotts and protests/demos. Some refused to attend class and other burned their draft cards.
- By the 1960s the student movement grew in numbers and in violence and they got a lot of media attention even though they represented a minority of students.
- Students for a Democratic Society (SDS), this group was set up in 1960. By 1965 they had 3,000 members and had groups on over 80 US college campuses. Many Americans were against SDS as they opposed the war but also supported North Vietnam and carried banners with communist leaders e.g. Castro of Cuba and used shocking slogans such as: "Hey, hey, LBJ (President Johnson), how many kids did you kill today?"



## The draft

The draft was compulsory service in the military. Those selected were sent a draft card and men were drafted at the age of 18. This created more opposition to the war as people argued that draftees were too young and not trained enough thereby increasing their probability of being killed as well as the fact that they tended to be from poor families.

In 1969 it was changed to a lottery system. All men born between the years 1944 and 1950 were given a random number according to their date of birth. Each time more men were needed, a number was drawn and so made the draw fairer. In the end 2.6 million men fought in Vietnam and 650,000 of these were draftees.

**Avoiding drafts:** there were many ways to avoid the draft including:

- Waiting until graduation.
- Those in the Church were exempt.
- Some workers in government, farming or industry were exempt.
- If he was the only one who earned a wage for his family.
- Only son in a family.
- Physically / mentally unfit.
- Conscientious Objectors (CO) but they had to do other war work such as weapon making.
- Studying or working abroad.
- Leaving the USA illegally (around 40-50 thousand). War activists gave advice to people to avoid the draft and even tried to convince people to become a CO

## Media

The Vietnam War was the first televised war. Ordinary Americans watched footage of the war from their living rooms and saw the anti-war protests like those in October 1967- 100,000 people marched in Washington. This made people feel uncomfortable with the war especially as it became clear that the government was keeping information from them and even lying, an example of this was the government claimed the Tet Offensive was a success but CBS television news claimed the war was unwinnable. Many Americans believed the media over their government.



## My Lai Massacre (1968)

### **My Lai Massacre (1968)**

On the 16 March 1968 Charlie Company (US squad) went into a village called My Lai after reports that the Viet Cong were based there (there were actually no VC bases there). When the US force entered, some villagers ran but were shot by US soldiers. Next the US soldiers went through the village throwing grenades into the houses and then rounded up the villagers, raped the girls and then shot them. Survivors, which included unarmed old men, women and children were forced into a ditch and Lieutenant Calley (commander of Charlie Company) ordered his men to shoot. Sergeant Ron Haeberle, an army war photographer had taken photos.



Immediately after the massacre the military announced that 128 VC had been killed, in reality at least 347 civilians were killed. The army ordered a cover-up. But one soldier, Ron Rindenhour collected eyewitness evidence about the massacre and in April 1969 he sent it to key US politicians. A new enquiry in April 1970 revealed that there was a cover up.

In Sep 1970, Lt. Calley was charged with murder. This was the first time the US public had heard of the massacre. The public did not know what to believe but when CBS news showed photographs of the massacre there was huge public outcry at the massacre and the cover up. The Criminal Investigations Division (CID) found that 347 civilians were killed and 35 members of Charlie Company should be prosecuted. The Peers Enquiry found that Calley was following orders and that the cover up was ordered at a high level up the army.

During Calley's trial from 1970-71 the blame was pinned on him, he was convicted with killing 22 civilians and sentenced life imprisonment. The people in the US were appalled that only Calley stood trial and that the army were using him as a scape goat. Whilst others believed that it was no excuse for him ordering his men to carry out the massacre.

President Nixon promised to review Calley's case himself. On appeal his sentences was reduced to 20 years and he was eventually released after serving 3 ½ years after house arrest on his military base.

## Kent State Shootings

When President Nixon announced that US troops were being sent to Cambodia there was huge protest. An example of this was on 1<sup>st</sup> May 1970 students buried a copy of the US constitution. Another student that had been to Vietnam buried his discharge papers. Around 500 students took part in the protest, but events quickly got worse.

There was fighting between pro-war and anti-war protestors and the next day (2<sup>nd</sup> May) the Officer Training Corp building on Kent State campus was burned down. The mayor declared an emergency and despite protests being banned 2,000 people marched on the 4<sup>th</sup> May. When the National Guard could not break up the demo (students were throwing bricks and empty canisters) they fired into the crowd. The result of this action saw 4 students shot dead. Many were shocked mainly because it was white middle class students involved; it was also because of the media attention. However When two black students were shot 2 weeks later in anti-war protests at Jackson State University, there was little publicity.





## Opposition and support for the Vietnam War.

### Opposition

The Kent state shootings led to political opposition and many called for an end to the war (these were called 'doves' after the symbol for peace). Opposition in congress was significant; this was due to the cost of war (\$167 billion). The effect the war had on international relations (raised the probability of war with USSR and China as well as made it appear that the US were supporting a corrupt regime in the South). The type of conflict led to opposition, in that the soldiers were struggling to adapt to guerrilla warfare and it was hard to distinguish between the enemy and an ally. In June 1970 Congress repealed the Gulf of Tonkin Resolution and set a limit on funds for troops in Cambodia and set the date for withdrawal of Vietnam as the end of 1971.

### Support for the war

There were many that supported the war for a number of reasons:

#### RED SCARE

It was when Americans feared US communists would start a revolution. Anyone who was suspected of being a Communist were hounded out of jobs/homes and put in prison. It had lessened by 1954 but fear of a communist takeover elsewhere (domino theory) was strong

#### Patriotism

Many of the American public had been brought up to believe in a patriotic stance, the love of and loyalty to one's country. Americans were taught at home/school/work to be patriotic. So when the government said they were fighting in Vietnam against the Communists, they accepted this. To not fight was seen as letting their country down and seem less powerful in the world.

#### Hard hats

The Hard hats, refers to construction workers hats and was a term used for those who supported the war. After the Kent State shootings there were demos all over the USA. In one incident, in May 1970 in New York, these 'hard hats' charged out during lunch break and beat up anti-war protestors. They broke through police lines and moved on to the City Hall where the mayor had the US flag to fly at half-mast for the dead students. The 'hard hats' protested against this act and claimed the mayor, John Lindsay was a communist.

#### Silent majority

This was a term used by President Nixon in November 1969. It referred to those Americans who supported the war but who were silent about their support even though they represented the majority of the US population. His speech had immediate success: a poll showed that 77% of the US population supported the war, over 50,000 telegrams and 30,000 letters of support was sent to the White House and the Senate passed resolutions approving of Nixon's actions in Vietnam. This showed that there was support for the war and was vital for President Nixon as by this point he was trying to get North Vietnam to come to the negotiating table and the soar in support meant that he could tell the North that he had the support from the public and Congress.

## Political support

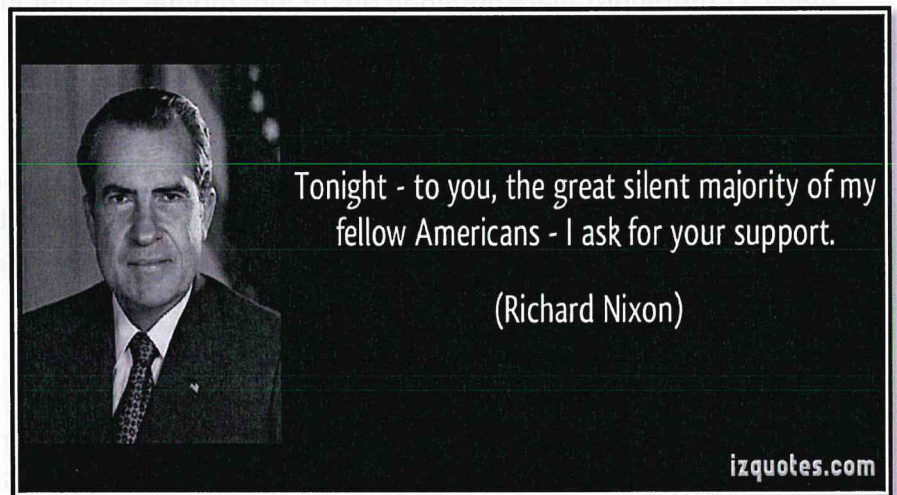
The US military were upset that the Democrats (Johnson's party) had been 'hawks' (supporters of an aggressive policy in Vietnam) but changed their stance to 'doves' (want peace) after Nixon was elected (Nixon was a member of the Republicans). Nonetheless no politician wanted it to appear that the US had lost to the North and did not want South Vietnam to turn Communist. Political support was therefore complicated because politicians wanted different things

## Support in Congress

Support in Congress (US Parliament) shifted. For example Congress was unanimous in pushing the Gulf of Tonkin Resolution (1964) and US involvement in Vietnam. But as time passed and the war lost support Congress became less favourable to the war though they still sent funds as

- The military assured the government they were going to win soon.
- They didn't want the US to lose to the North.

Congress was also influenced by public opinion especially anti-war demonstrations but when these became violent Congress shifted to being pro-war. After 1970 Congress restricted how much it spent on the war.



## End of the war

### What might stop peace talks?

USA wanted the South to remain separate and non-communist. North Vietnam wanted to be reunited with the South with a communist government. Nixon, as soon as he became President, wanted to end the war as quickly as possible. This was down to his election promise to do so.

There were huge barriers to this. Disagreements were based on:

- Whether to unite Vietnam.
- If so, how to unite them.
- Who was to rule the South- the government the US supported or the NLF.
- How were troops to be withdrawn from the South

Talks were held in Paris (1968) but all sides just restated their arguments and the talks went nowhere. Nixon held secret talks with China and the USSR. North Vietnam, fearing that this might stop aid from the communist countries agreed to secret talks in 1970. President Thieu (leader of the South) was not informed of these secret talks.

- The main reasons why Nixon pushed for peace is because Congress was cutting funding and opposition to the war was rising. There seemed to be no victory in sight and the cost of the war was spiralling out of control. Also in 1972 the North launched an attack in Easter which was a shock to the US government and proved that the war could still drag on for many years

### Talks 1972-73

In October 1972, the USA and North Vietnam produced an agreement that was agreed upon at their secret meetings. Thieu was furious that he had no part in the agreement, the North in turn accused the USA of backing away from the agreement based on Thieu's refusal and the talks broke up. President Nixon carried out certain measures to force the North to restart talks such as: heavy bombing of the North, persuading Thieu to come to talks (promised to supply the South) and encouraging China and the USSR to press the North to reach an agreement. This led to the Paris Peace Accords

### Paris Peace Accords 1973

This was signed by the USA, South and North Vietnam and the Provision Revolutionary Government (new name for the VC and guerrilla groups in the South). It agreed the following:

1. Vietnam to be accepted as one country and reunification would involve no outside interference. The new government that would be elected would be supervised internationally
2. A ceasefire to begin
3. No more US aid to the ARVN
4. US troops, equipment and military bases to be dismantled within 60 days
5. US government would not interfere in Vietnam
6. Prisoners of war on both sides to be exchanged within 60 days
7. USA provide aid to both North and South for reconstruction

The Paris Peace Accords gave the USA a way to leave the war. However, the North Vietnamese and South Vietnamese both saw “the peace” as a brief ceasefire while the Americans withdrew.

### **Consequences:**

**USA-** By March 1973 there were 130 US marines left in the South, guarding the US embassy. Congress cut military funding and aid to the South- this left the ARVN badly supplied.

**South Vietnam-** The economy collapsed due to the large reduction in aid from the US. Thieu (President of South) made no attempt to make the South democratic and the VC were becoming stronger again. Thieu made no attempt to negotiate with the Communists

**North Vietnam-** Became annoyed when Thieu refused to negotiate and so attacked the South in December 1974. The ARVN could not resist and with no US funding Saigon fell in April 1975

### **Cost of the war for America**

#### **Financially**

The money used to fund the war (£167 billion) meant that this money could not be used to solve problems back in the USA e.g. improving the lives of blacks. President Johnson had called for ‘the Great Society’ which would provide benefits and improvements to the lives of the US people but the money ended up being used on the war

#### **Relationship between people and government**

It led to a growing lack of trust between the people and the government, military and police (also the case for the civil rights campaign). It also led to people being less trusting of each other

#### **Soldiers**

58,220 soldiers had died. For those that had survived, many returned home when the anti-war protests were at its peak. Some returned to their normal lives, others found it hard to cope with the horror of war and the reaction at home. There were rarely any parades honouring them and they faced hostility e.g. beaten up, spat on, discriminated against. Other soldiers faced post-traumatic stress and barely any were given free counselling. Suicide rates doubled and were in the thousands

#### **Internationally**

America’s reputation suffered as they had failed to stop the South from turning communist. With the Cold War at an end (ideological war between USA and USSR) politicians felt America should be careful not to get involved in other countries conflicts. Globally, America was seen as a disunited country and the government reaction to the civil rights movement and the Vietnam War meant that they lost respect.

## Why did America lose?

### Strength of North Vietnam

- *Geographically*, the North were familiar with the terrain, climate and language of the South. They knew the location of tunnel systems from when they had fought the French and used this vast network of tunnels. Lastly, those from the North who went to the South to fight had family and other contacts in the South as they had originally lived in the South before the 1954 Geneva Accords
- *Politically*, opposition was not allowed in the North and so all people in the North supported the idea of a unified Vietnam through any means. Also the VC were based in the South and the North supplied them and worked with them. The North had support from China (\$3 billion worth of aid) whilst the neighbouring countries allowed the Ho Chi Minh Trail to operate in their countries. This helped the North move supplies and people into the South
- *Militarily*, the North and VC were used to the jungle conditions and used guerrilla tactics to inflict casualties on the USA and ARVN troops. They used tunnel systems, explosives and bikes to move around quickly as well as gained the support of the villagers.

### Weakness of the USA

- *Geographically*, the Americans were in a foreign country and many had racist attitudes (just like they had toward blacks in the USA). They had no idea who were the top generals in the South, used interpreters (which made it hard to gain the trust / support of the people), did not understand that the Vietnamese did not want to leave their ancestral homes and were unaware that most Vietnamese couldn't read and so pointlessly dropped leaflets from planes warning people of bombings.
- *Politically*- Whilst the US claimed they were fighting for democracy, the people in the South viewed them as they had the French- a foreign country trying to impose their ideas. The government in the South, which the US backed were corrupt and some of the members had even worked for the French- these were unpopular. Back home in America there were protests against the cost of war and this led to Congress setting limits in 1971 to how much was spent on the war and the military
- *Military*, this was a main reason for US loss. The US were under the impression that the war would be won with more troops and more bombing. They measured success based on the number of VC killed in an operation / VC bases destroyed. But they ignored the fact that the ARVN didn't control large areas of the South and that destroying bases / villages created resentment against them. Whilst the US tried to win the support of the people they never did this consistently. The draft meant soldiers were young and inexperienced and they ended up replacing more experienced soldiers. Due to their young age and not being accustomed to guerrilla warfare, morale dropped and troop withdrawal occurred. Many resorted to 'fraggings' (turning against their superiors) and drug abuse became common
- *Opposition*. The government faced criticism from both its people and media which started in the 1960s. The Vietnam War and civil rights movement led to many Americans feeling ashamed of the government that they had elected. Though the government tried to ignore the opposition, it became impossible to do so. It was also the first time that returning soldiers campaigned in large numbers returning their medals.

