



Elkins High School
Tiger Pride!

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Contemporary Studies

Block 1 & 2

Instructional Packet Days 22-31

I hope you are doing well, attached are your assignments for days 22-31. With this instructional packet you are going to cover civil rights throughout the 1950's-1960's (Module 24 Lessons 1-6). You may want to read the text as you complete the graphic organizers. You can find the text on Schoology or sign one out from the school if you have not done so already. There are 23 pages of graphic organizers too complete, 6 lessons, in which you have 10 days to do so. You may want to divide up the work into roughly two pages a day or just do one lesson a day. The work is at your own pace. If you have any questions, comments or concerns you can reach me using the email at the top of this letter or through LiveGrades.

Sincerely,

Timothy A. Patrick II

Civil Rights**Lesson 1**

Taking on Segregation

Key Terms and People

Thurgood Marshall African American lawyer who led the legal challenge against segregation

Brown v. Board of Education of Topeka Supreme Court case in which segregated schools were ruled unconstitutional

Rosa Parks Woman who helped start Montgomery bus boycott

Martin Luther King Jr. Leader of the civil rights movement

Southern Christian Leadership Conference (SCLC) Civil rights organization

Student Nonviolent Coordinating Committee (SNCC) Civil rights organization formed by students

sit-in Protest tactic of occupying seats and refusing to move

Before You Read

In the last lesson you read about environmental activism. In this lesson you will read how African Americans challenged the nation's policies of segregation and racial inequality.

As You Read

Provide details for a timeline of events in the civil rights movement.

THE SEGREGATION SYSTEM**How did World War II help start the civil rights movement?**

By 1950 most African Americans were still considered second-class citizens. Throughout the South, Jim Crow laws remained in place. These were laws aimed at keeping blacks separate from whites.

During the 1950s, however, a civil rights movement began. This was a movement by blacks to gain greater equality in American society.

In several ways, World War II helped set the stage for this movement. First, the demand for soldiers during the war had created a shortage of white male

workers. This opened up many new jobs for African Americans.

Second, during the war, civil rights organizations challenged Jim Crow laws and campaigned for African American voting rights. In response to protests, President Franklin Roosevelt issued a presidential directive outlawing racial discrimination in all federal agencies and war-related companies.

Third, nearly 1 million African Americans had served in the armed forces. These soldiers fought for freedom in Europe. Many returned from the war ready to fight for their own freedom.

World War II had given American blacks a taste of equality and

Lesson 1, *continued*

respectability. When the war ended, many African Americans were more determined than ever to improve their status.

1. What action did President Franklin Roosevelt take in response to protests against Jim Crow laws?

CHALLENGING SEGREGATION IN COURT

What was important in the case of *Brown v. Board of Education*?

Even before the civil rights movement began, African American lawyers had been challenging racial discrimination in court. Beginning in 1938 a team of lawyers led by **Thurgood Marshall** began arguing several cases before the Supreme Court.

Their biggest victory came in the 1954 case known as ***Brown v. Board of Education of Topeka***, Kansas. In this case, the Supreme Court ruled that separate schools for whites and blacks were unequal—and thus unconstitutional.

2. What did the Supreme Court rule about separate schools in *Brown v. Board of Education of Topeka*?

REACTION TO THE *BROWN* DECISION; THE MONTGOMERY BUS BOYCOTT

Where did African Americans fight racial segregation?

Some southern communities refused to accept the *Brown* decision. In 1955 the Supreme Court handed down a

second *Brown* ruling. It ordered schools to desegregate more quickly.

The school desegregation issue reached a crisis in 1957 in Little Rock, Arkansas. The state's governor, Orval Faubus, refused to let nine African American students attend Little Rock's Central High School. President Eisenhower sent in federal troops to allow the students, later called the "Little Rock Nine," to enter the school.

School was just one place where African Americans challenged segregation. They also battled discrimination on city buses. In Montgomery, Alabama, a local law required that blacks give up their bus seats to whites. In December 1955 Montgomery resident **Rosa Parks** refused to give her seat to a white man. Parks was arrested.

After her arrest, African Americans in Montgomery organized a yearlong boycott of the city's bus system. The protesters looked for a person to lead the bus boycott. They chose Dr. **Martin Luther King Jr.**, the pastor of a Baptist church.

The boycott lasted 381 days. Finally, in late 1956 the Supreme Court ruled that segregated buses were illegal.

3. Name two places that African Americans targeted for racial desegregation.

THE MOVEMENT SPREADS

Where did King get his ideas?

Martin Luther King Jr. preached nonviolent resistance. He termed it "soul force." He based his ideas on the teachings of several people. From Jesus, he learned to love one's enemies. From

Lesson 1, *continued*

writer Henry David Thoreau, King took the idea of civil disobedience.

This was the refusal to obey an unjust law. From labor organizer A. Philip Randolph, he learned how to organize huge demonstrations. From Mohandas Gandhi, King learned that a person could resist oppression without using violence.

King joined with other ministers and civil rights leaders in 1957. They formed the **Southern Christian Leadership Conference (SCLC)** for the purpose of using nonviolent protests to change public policies and attitudes toward integration. By 1960 another influential civil rights group emerged. The **Student Nonviolent Coordinating Committee (SNCC)** was formed mostly by college students. Members of this group felt that change for African

Americans was occurring too slowly.

One protest strategy that SNCC (“snick”) used was the **sit-in**. During a sit-in, blacks sat at whites-only lunch counters. They refused to leave until they were served. In February 1960 African American students staged a sit-in at a lunch counter at a Woolworth’s store in Greensboro, North Carolina. The students sat there as whites hit them and poured food over their heads. By late 1960 students had desegregated lunch counters in 48 cities in 11 states.

4. Name two people from whom Martin Luther King Jr. drew his ideas.

Lesson 1, *continued*

As you read, make notes on this timeline that answer questions about important events in the civil rights movement.

1945	World War II ends	→	1. In what ways did World War II help set the stage for the modern civil rights movement? List at least three.	
1954	<i>Brown v. Board of Education</i>	→	2. Who argued Brown's case?	3. What did the <i>Brown</i> ruling declare?
1955	Supreme Court orders school desegregation	→	4. Why was Rosa Parks arrested?	5. How long did the Montgomery bus boycott last?
	Rosa Parks is arrested			
1956	Supreme Court outlaws bus segregation			
1957	Little Rock faces school desegregation crisis	→	6. What name was given to the nine students who were the first African Americans to attend Little Rock's Central High School?	7. How did President Eisenhower respond to the Little Rock crisis?
	Southern Christian Leadership Conference (SCLC) is formed	→	8. What was SCLC's purpose?	
1960	Student Nonviolent Coordinating Committee (SNCC) is formed	→	9. What did SNCC accomplish, and how?	

Civil Rights**Lesson 2**

The Triumphs of a Crusade

Key Terms and People

freedom riders Civil rights activists who tried to end segregation on national buses

James Meredith African American who won enrollment to the all-white University of Mississippi

Civil Rights Act of 1964 Law that outlawed racial discrimination

Freedom Summer Name of project to win voting rights for southern blacks

Fannie Lou Hamer Prominent voting rights activist

Voting Rights Act of 1965 Act that struck down state laws intended to keep blacks from voting

Before You Read

In the last lesson you read how African Americans began challenging the nation's racist systems. In this lesson you will read how civil rights activists broke down many racial barriers and prompted landmark legislation.

As You Read

Add details to a timeline featuring steps taken to challenge segregation from 1961 to 1965.

RIDING FOR FREEDOM**Who were the freedom riders?**

Freedom riders were protesters who rode buses with the goal of integrating buses and bus stations. In 1961 a bus of freedom riders was attacked in Anniston, Alabama, where a white mob burned the bus. Another instance occurred when a group of Nashville students rode into Birmingham, Alabama, where they were beaten.

Attorney General Robert Kennedy ordered a reluctant bus company to continue to carry the freedom riders. When freedom riders were attacked in Montgomery, Alabama, the federal government took stronger action.

President Kennedy sent 400 U.S. marshals to protect the freedom riders. The Interstate Commerce Commission banned segregation in all travel facilities including waiting rooms, restrooms, and lunch counters.

1. Name two ways the government tried to help the freedom riders.

STANDING FIRM**What happened in Birmingham?**

Civil rights workers soon turned their attention to integrating southern

Lesson 2, *continued*

schools. In September 1962 a federal court allowed Air Force veteran **James Meredith** to attend the all-white University of Mississippi. However, Mississippi's governor refused to admit him. The Kennedy administration sent in U.S. marshals. They forced the governor to let in Meredith.

Another confrontation occurred in 1963 in Birmingham, Alabama. There, Martin Luther King Jr. and other civil rights leaders tried to desegregate the city. Police attacked activists with dogs and water hoses.

Many Americans witnessed the attacks on television. They were outraged by what they saw. Eventually, Birmingham officials gave in. They agreed to end segregation in the city.

On June 11, 1963, President Kennedy addressed the nation and called on Congress to pass a sweeping civil rights bill. Just hours after the president's speech, Medgar Evers, NAACP field secretary and World War II veteran, was murdered by a sniper.

2. What was the outcome of the demonstrations in Birmingham?

MARCHING TO WASHINGTON**What did the Civil Rights Act of 1964 do?**

President Kennedy's civil rights bill outlawed discrimination based on race, religion, national origin, and gender. It also gave the government more power to push for school desegregation. Civil rights leaders wanted Congress to pass the bill, so they staged a massive march on Washington, DC.

On August 28, 1963, more than 250,000 blacks and whites marched into

the nation's capital. There, they demanded the immediate passage of the bill.

Dr. Martin Luther King Jr. spoke to the crowd. He called for peace and racial harmony in his now-famous "I Have a Dream" speech.

Two weeks later, on September 15, 1963, violence again struck Birmingham. A bomb exploded at the 16th Street Baptist Church, killing four young girls. Two months later, President Kennedy was assassinated. Lyndon Johnson became president. He won passage in Congress of Kennedy's **Civil Rights Act of 1964**.

3. Name two things the Civil Rights Act of 1964 did.

FIGHTING FOR VOTING RIGHTS**Where did workers try to register African Americans to vote?**

Civil rights activists next worked to gain voting rights for African Americans in the South. The 1964 voting project became known as **Freedom Summer**. The workers focused their efforts on Mississippi. They hoped to influence Congress to pass a voting rights act.

For some workers, the campaign to register African American voters proved deadly. In June 1964, three civil rights workers were murdered in Neshoba County, Mississippi, by local police and members of the Ku Klux Klan.

Meanwhile, civil rights activists challenged Mississippi's political structure. At the 1964 Democratic National Convention, SNCC organized the Mississippi Freedom Democratic Party (MFDP). The new party hoped to unseat Mississippi's regular party delegates at the convention.

Lesson 2, *continued*

Civil rights activist **Fannie Lou Hamer** spoke for the MFDP at the convention. She gave an emotional speech. As a result, many Americans supported the seating of the MFDP delegates. However, the Democratic Party offered only 2 of Mississippi's 68 seats to MFDP members.

In 1965 civil rights workers attempted a voting project in Selma, Alabama. They met with violent resistance. As a result, Martin Luther King Jr. led a massive march through Alabama from Selma to Montgomery. Again, violence broke out. And again, television cameras captured the scene. The rest of the nation watched in horror as police beat and tear-gassed the marchers. More marchers joined the

protest, and the number increased from 300 to 25,000.

President Johnson responded by asking Congress to pass a new voting rights act. Congress passed the **Voting Rights Act of 1965**. The law eliminated state laws that had prevented African Americans from voting. As a result of the act, the percentage of registered African American voters in the South tripled.

4. Name two states where civil rights workers tried to register blacks to vote.

Lesson 2, *continued*

As you read this lesson, take notes to answer the questions about the timeline.

1961	Freedom riders travel through the South	→	1. What was the goal of the freedom riders?	2. What incidents of violence occurred against freedom riders in Alabama?
1962	James Meredith integrates Ole Miss			
1963	Birmingham and the University of Alabama are integrated	→	3. What was the goal of the march on Washington?	4. Who attended the march?
	Kennedy sends civil rights bill to Congress			
	Medgar Evers is murdered	→	5. What were 2 goals of the Freedom Summer project?	6. What was the goal of the Mississippi Freedom Democratic Party?
	March on Washington			
	Birmingham church bombing kills four girls			
	Kennedy is assassinated			
1964	Freedom Summer	→	7. What role did the violence shown on television play in this march?	8. What did the march encourage President Johnson to do?
	Three civil rights workers are murdered			
	Civil Rights Act of 1964 is passed			
1965	March from Selma to Montgomery	→	9. What did the Voting Rights Act eliminate?	10. How did the law affect the number of African American voters?
	Voting Rights Act of 1965 is passed			

Civil Rights**Lesson 3**

Challenges and Changes in the Movement

Key Terms and People

de facto segregation Segregation by custom or practice

de jure segregation Segregation by law

Malcolm X African American civil rights leader

Nation of Islam Group headed by Elijah Muhammad

Stokely Carmichael Leader of Black Power movement

Black Power Movement that stressed black pride

Black Panthers African American group founded to combat police brutality

Kerner Commission Commission that reported on race relations in America

Civil Rights Act of 1968 Act that banned discrimination in housing

affirmative action Program aimed at hiring or including minorities

Before You Read

In the last lesson you read about the triumphs of the civil rights movement. In this lesson you will read about challenges and changes to the movement.

As You Read

Complete a chart on challenges and changes in the civil rights movement.

AFRICAN AMERICANS SEEK GREATER EQUALITY

What problems did African Americans in the North face?

The biggest problem in the North was **de facto segregation**—segregation that exists by practice and custom. De facto segregation can be harder to fight than **de jure segregation**—segregation by law. Eliminating de facto segregation requires changing people's attitudes rather than repealing laws.

De facto segregation increased as African Americans moved to northern cities after World War II. Many white people left the cities. They moved to the suburbs. By the mid-1960s, many African Americans in the North lived in decaying urban slums. There, they dealt with poor schools and high unemployment.

The terrible conditions in northern cities angered many African Americans. This anger led to many episodes of violence.

Lesson 3, *continued*

1. Name two problems African Americans in the North faced.

**NEW LEADERS VOICE
DISCONTENT****What did new leaders call for?**

During the 1960s new African American leaders emerged. They called for more aggressive tactics in fighting racism.

One such leader was **Malcolm X**. Malcolm preached the views of Elijah Muhammad. Muhammad was the head of the **Nation of Islam**, or the Black Muslims. Malcolm declared that whites were responsible for blacks' misery. He also urged African Americans to fight back when attacked.

Eventually, Malcolm changed his policy regarding violence. He urged African Americans to use peaceful means—especially voting—to win equality. In February 1965 he was assassinated.

Another new black leader was **Stokely Carmichael**. He introduced the notion of **Black Power**. This movement encouraged African American pride and leadership.

In 1966 some African Americans formed a political party called the **Black Panthers**. The party was created to fight police brutality. They urged violent resistance against whites. Many whites and moderate African Americans feared the group.

2. Name two new civil rights leaders.

KING IS ASSASSINATED**Who was killed in 1968?**

In April 1968 a gunman shot and killed Martin Luther King Jr. in Memphis, Tennessee. Many leaders called for peace. But anger over King's death led many African Americans to riot. Cities across the nation erupted in violence.

A bullet claimed the life of yet another leader in 1968. In June, a man shot and killed Senator Robert Kennedy. Kennedy was a strong supporter of civil rights. The assassin was a Jordanian immigrant. He allegedly was angry about Kennedy's support of Israel. Kennedy had been seeking the Democratic nomination for president when he was killed.

3. Name two of the nation's leaders killed in 1968.

THE MOVEMENT CONTINUES**What did the civil rights movement accomplish?**

Shortly after taking office, President Johnson formed a group known as the **Kerner Commission**. The commission's job was to study the cause of urban violence. In March 1968 the commission issued its report. It named one main cause for violence in the cities: white racism. The report called for the nation to create new jobs, construct new housing, and end de facto segregation. However, the Johnson administration ignored many of the recommendations because of white opposition.

What, then, did the civil rights movement achieve? The movement claimed many triumphs. It led to the passage of important civil rights acts.

Lesson 3, *continued*

This included the **Civil Rights Act of 1968**. This law banned discrimination in housing.

The movement also led to the banning of segregation in education, transportation, and employment. It also helped African Americans gain their full voting rights.

The civil rights movement was successful in changing many discriminatory laws. Yet challenges for the movement changed, including the difficult task of changing people's attitudes and behavior.

The government continued steps to help African Americans and other disadvantaged groups. During the late 1960s federal officials began to promote **affirmative action**. Affirmative action programs involve making special efforts to hire or enroll minorities.

4. Name one goal the civil rights movement achieved and one challenge that remained.

Lesson 3, *continued*

As you read this lesson, make notes to answer the questions.

CHALLENGES AND CHANGES IN THE CIVIL RIGHTS MOVEMENT		
1. What is the main difference between de facto segregation and de jure segregation?		
2. How did the teachings of Elijah Muhammad, the head of the Nation of Islam, affect Malcolm X?		
3. How did the early views of Malcolm X differ from his later ideas?		
4. What concept did Stokely Carmichael introduce in the civil rights movement, and what did it stand for?		
5. What ideas did the Black Panthers encourage? How did many whites and moderate African Americans respond?		
6. What gains were made by the civil rights movement? Identify three.		
a.	b.	c.

Civil Rights**Lesson 4**

Hispanic and Native Americans Seek Equality

Key Terms and People

César Chávez Leader of the farm workers movement

United Farm Workers Organizing Committee Union that fought for farm workers' rights

Rodolfo "Corky" Gonzales Leader in the Chicano movement who founded the Crusade for Justice, which promoted Mexican American nationalism

La Raza Unida Hispanic American political party

American Indian Movement (AIM) Group that fought for greater reform for Native Americans

Before You Read

In the last lesson you read about challenges and changes in the civil rights movement. In this lesson you will read about how Hispanic Americans and Native Americans fought for greater equality.

As You Read

Compile your notes in a chart on the issues facing Hispanic Americans and Native Americans during the 1960s.

THE HISPANIC AMERICAN PRESENCE GROWS

Who are Hispanic Americans?

Hispanic Americans are Americans of Latin American or Spanish descent. During the 1960s the Hispanic American population in the United States tripled—from 3 million to more than 9 million.

Mexican Americans, the largest Hispanic American group, have lived mostly in the Southwest and California. Many were descendants of Mexicans who stayed on the land that Mexico surrendered to the United States in 1848. Others were the children and grandchildren of the Mexicans who

arrived after Mexico's 1910 revolution. Still others came as temporary laborers during the 1940s and 1950s. In the 1960s close to half a million Mexicans immigrated, most in search of higher-paying jobs.

About a million Puerto Ricans have lived in the United States since the 1960s. Most Puerto Ricans have settled in the Northeast, especially in New York City.

Many Cubans also settled in the United States during the 1960s. They had fled Cuba after the Cuban Revolution in 1959. Large Cuban communities formed in New York City, Miami, and in the state of New Jersey.

Lesson 4, *continued*

Thousands of Salvadorans, Guatemalans, Nicaraguans, and Colombians immigrated to the United States after the 1960s. They came to escape political persecution and poverty at home. Wherever they settled, many Hispanic Americans experienced poor living conditions and discrimination.

1. Name two groups that make up the Hispanic American community.

HISPANIC AMERICANS FIGHT FOR CHANGE***Which groups fought for change?***

In the 1960s Hispanic Americans began to demand equal rights and respect. One such group was Mexican American farm workers. These men and women worked on California's fruit and vegetable farms. They often worked long hours for little pay.

César Chávez was the group's leader. Chávez believed that the farm workers should organize into a union. In 1962 he helped establish the National Farm Workers Association. In 1966 Chávez merged this group with a Filipino agricultural union. Together, they formed the **United Farm Workers Organizing Committee (UFWOC)**.

California's grape growers refused to recognize the farm workers union. As a result, Chávez called for a nationwide boycott of grapes. His plan worked. In 1970 the grape growers finally signed contracts with the UFWOC. The new contracts guaranteed union workers higher pay and granted them other benefits.

Hispanic Americans also wanted greater recognition of their culture. Puerto Ricans demanded that schools

offer classes taught in their native language. In 1968 Congress passed the Bilingual Education Act. This law funded bilingual and cultural programs for students who did not speak English.

Some young Mexican Americans began to express a form of cultural loyalty similar to the Black Power movement. They called themselves Chicanos or Chicanas, a shortened form of *Mexicanos*. In the past, the term *Chicano* had been an insult. Now, Chicanos wore the name proudly.

One leading figure in the Chicano movement was **Rodolfo "Corky" Gonzales**. In 1966 he founded the Crusade for Justice, a group that promoted Mexican American nationalism. The group provided legal aid, promoted Mexican culture, and offered bilingual classes.

Hispanic Americans began organizing politically during the 1960s. Some worked within the two-party system. Others created an independent Hispanic American political movement. José Angel Gutiérrez, for example, started **La Raza Unida** (the United People Party). The party ran Hispanic American candidates and won positions in city government offices.

2. Name two organizations that fought to promote the cause of Hispanic Americans.

NATIVE AMERICANS STRUGGLE FOR EQUALITY***What problems did Native Americans face?***

Native Americans, like Hispanic Americans, are a diverse group. However, despite their diversity, most

Lesson 4, *continued*

Native American groups have faced similar problems. These problems include poverty, high unemployment rates, chronic health problems, and shorter average lifespans.

During the 1950s the Eisenhower administration tried to solve some of these problems. The government thought that introducing Native Americans to more aspects of mainstream culture would help them. As a result, the government moved Native Americans from their reservations to the cities.

The plan failed. Most Native Americans who moved to the cities remained very poor. In addition, many Native Americans refused to mix with mainstream American society.

Native Americans wanted greater opportunity to control their own lives. In 1961 representatives from 61 Native American groups met to discuss their concerns. They demanded the right to choose their own way of life.

In 1968 President Johnson responded to their demands. He created the

National Council on Indian Opportunity. The council's goal was to make sure that government programs reflected the needs and desires of Native Americans.

Many young Native Americans were not satisfied with the government's new policies. They wanted greater reform. They also wanted it more quickly. As a result, some young Native Americans formed the **American Indian Movement (AIM)**. This organization demanded greater rights for Native Americans. At times, the group used violence to make its point.

Meanwhile, Native Americans won greater rights through the court system. Throughout the 1960s and 1970s, they won legal battles that gave them greater education and land rights.

3. Name two problems that Native Americans faced.

Civil Rights**Lesson 5**

Women Fight for Equality

Key Terms and People

feminism Belief that women should be equal to men in all areas

Betty Friedan Author of *The Feminine Mystique*

National Organization for Women (NOW) Organization that worked for women's rights

Gloria Steinem Journalist who tried to help women gain political power

Equal Rights Amendment (ERA) Amendment to the U.S. Constitution that would prohibit discrimination against women

Phyllis Schlafly Equal Rights Amendment opponent

Before You Read

In the last section you read how Latinos and Native Americans fought for greater rights. In this section you will read how the nation's women also attempted to improve their status in society.

As You Read

Complete a chart on key events of the women's movement.

A NEW WOMEN'S MOVEMENT ARISES

How did the women's movement emerge?

The theory behind the women's movement of the 1960s was **feminism**. This was the belief that women should have economic, political, and social equality with men.

The women's movement arose during the 1960s for several reasons. First, a growing number of women entered the work force. In the workplace, many women received less pay than men—even for the same job. Many women saw this as unfair.

Second, women had become actively involved in both the civil rights and antiwar movements. These movements

led women to take action on behalf of their own rights. In addition, many men in these groups refused to give women leadership roles. As a result, many women became more aware of their inferior status.

In 1963 **Betty Friedan** published *The Feminine Mystique*. This book expressed the discontent that many women were feeling. Friedan's book helped to unite a number of women throughout the nation.

1. Name two factors that helped launch the women's movement.

Lesson 5, *continued*

**THE MOVEMENT EXPERIENCES
GAINS AND LOSSES****What were the movement's
successes and failures?**

In 1966 several women including Betty Friedan formed the **National Organization for Women (NOW)**. The group's goal was to more actively pursue women's goals. NOW pushed for more child-care facilities. It also called for more educational opportunities.

The organization also pressured the federal government to enforce a ban on gender discrimination in hiring. The government responded by declaring that male-only job ads were illegal.

Women also attempted to gain political strength. In 1971 journalist **Gloria Steinem** helped found the National Women's Political Caucus. This group encouraged women to run for political office.

In 1972 Congress passed a ban on gender discrimination in higher education. As a result, several all-male colleges opened their doors to women. In 1973 the Supreme Court's decision in the case *Roe v. Wade* granted women the right to choose an abortion.

The women's movement also met with some failure, such as with the **Equal Rights Amendment (ERA)**. The ERA was a proposed amendment to the U.S. Constitution. It would have outlawed government discrimination on the basis of sex. One prominent ERA opponent was **Phyllis Schlafly**. Schlafly felt that the ERA would lead to undesirable consequences such as women being

drafted into the military or men not taking responsibility for the support of families.

In addition, the women's movement angered many of the nation's conservatives. In response, these conservatives joined together to form a movement known as the New Right. This movement emphasized traditional social, cultural, and moral values. Throughout the 1970s the New Right gained support for its social conservatism.

In 1977 the ERA was close to being passed. It had won approval from 35 of the 38 states needed for ratification, but the New Right gained strength. By 1982—the deadline for ratification—not enough states had approved the amendment. The ERA went down to defeat.

But the influence of the women's movement could be seen in the workplace as more women started careers instead of staying home with their children. In 1970, 8 percent of all medical school graduates and 5 percent of law school graduates were women. By 1998 those numbers had risen to 42 and 44 percent, respectively. Women also made political gains as many ran for and were elected to office.

2. Name one success and one failure of the women's movement.

Lesson 5, *continued*

As you read about the rise of a new women's movement, take notes to explain how each of the following helped to create or advance the movement.

1. Experiences in the workplace

2. Experiences in social activism

3. Betty Friedan and *The Feminine Mystique*

4. National Organization for Women (NOW)

5. Gloria Steinem

The Equal Rights Amendment would have guaranteed equal rights under the law, regardless of gender. Who opposed this amendment? Why?

6. Who?

7. Why?

Civil Rights**Lesson 6**

The Struggle Continues

Key Terms and People

L. Douglas Wilder Nation's first elected African American governor

Colin Powell General in U.S. Army; U.S. secretary of state, 2001–2005

Condoleezza Rice First female African American secretary of state

Barack Obama 44th president of the United States; first African American president

Sonia Sotomayor First Hispanic justice of the U.S. Supreme Court

Madeleine Albright First woman secretary of state

pay equity Situation in which women and men receive equal pay for equal work

Stonewall riots Violent demonstrations by the LGBT community against police raid at the Stonewall Inn; considered the beginning of the LGBT rights movement

Americans with Disabilities Act (ADA) 1990 law banning discrimination against persons with disabilities

Before You Read

In the last lesson you read about the efforts of women to achieve equality. In this lesson you will learn about other groups and their continuing efforts to secure civil rights.

As You Read

Use a chart to list the civil rights victories and ongoing needs of different groups of Americans.

THE FIGHT FOR RIGHTS CONTINUES**What gains have minority groups experienced?**

Members of many minority groups achieved greater political power during the 1980s. Hundreds of communities elected African Americans to public office. In 1990 **L. Douglas Wilder** of Virginia became the first African American elected governor in the United States.

Since the 1990s, several African Americans have held key positions in

the federal government. For example, both **Colin Powell** and **Condoleezza Rice** served as secretary of state under President George W. Bush. In 2008 **Barack Obama** made history as the first African American to be elected president.

In spite of political gains, African Americans have not done as well economically as whites. Statistics show a substantial income and employment gap between African Americans and whites. In addition, although more African Americans attend college today than in the 1960s, the percentage of

Lesson 6, *continued*

those who graduate is only about half that of white Americans.

During the 1980s Hispanic Americans became the fastest-growing minority in the United States. By 1990 they constituted almost 9 percent of the population. It was estimated that Hispanic Americans would soon outnumber African Americans as the nation's largest minority group.

Like African Americans, Hispanic Americans gained political power during the 1980s. In 2009 **Sonia Sotomayor** became the first Hispanic justice of the U.S. Supreme Court.

Immigration reform remains one of the most important issues in the discussion of Hispanic civil rights. Meanwhile, advocacy organizations such as the League of United Latin American Citizens (LULAC) work for equal rights and opportunities for Hispanic Americans.

While Native Americans organized schools to teach young people about their past and fought for the return of ancestral lands, they also faced cuts in federal aid. Some opened casinos on their reservations. While generating income, casinos have not solved the long-term problems of Native Americans.

One issue still facing many Native American groups is lack of federal recognition. This recognition entitles the groups to receive funding and special protections from the government. Hundreds of groups from all around the country have applied for recognition but are still waiting.

Unlike other minority groups, Asian Americans did not conduct their own civil rights movement. Yet they shared in the benefits other groups gained. The laws that ended the ban on interracial marriage and protected voting rights helped Asian Americans.

Asian Americans have largely thrived economically and socially. They have low crime, school dropout, and divorce rates. Yet the Asian American community still has challenges. Some people with Southeast Asian backgrounds have experienced poverty, and some have lower education levels than other immigrants.

1. In what ways are Native Americans still struggling in spite of civil rights reforms?

THE EQUAL RIGHTS STRUGGLE***How are women still fighting for equality?***

The failure of the Equal Rights Amendment in 1982 was a setback for the women's rights movement but not the end. Since the 1980s, women have continued to campaign to improve their political and economic situations.

In the November 1992 election, there were 47 women in the House of Representatives and 6 in the Senate. By 2009 those numbers had risen to 73 in the House and 17 in the Senate. In 2007 Nancy Pelosi of California became the first female Speaker of the House. Several women had also served in key cabinet positions. Among them was **Madeleine Albright**, the first female secretary of state, appointed by President Bill Clinton in 1997. Four women—Sandra Day O'Connor, Ruth Bader Ginsburg, Sonia Sotomayor, and Elena Kagan—have sat on the Supreme Court.

Economically, women still face challenges. By the early 2000s, about 60 percent of American women worked outside the home, making up 47 percent

Lesson 6, *continued*

of the work force. Yet women average only about 77 cents for every dollar men earn. In the nation's most top-level jobs, men vastly outnumber women.

Women's organizations and unions have proposed a system of **pay equity**, where salaries are based on job requirements rather than traditional pay scales in which men received higher wages than women. Still, the issues of unequal pay and unequal representation remain.

2. What are political and economic issues in which women have not yet achieved equality?

CIVIL RIGHTS FOR ALL***Which other groups are involved in the cause of civil rights?***

Among the groups that fought for civil rights was the LGBT (lesbian, gay, bisexual, and transgender) community. Members of the community were targets of discrimination and harassment.

In 1969 New York City police officers raided the Stonewall Inn, a popular LGBT gathering spot. Angry patrons clashed with the police. The confrontation sparked several days of riots in the neighborhood. The **Stonewall riots** are credited as the beginning of the LGBT rights movement.

After years of protesting the U.S. military's policies regarding gay soldiers, the "Don't Ask, Don't Tell" policy was repealed in September 2011. For the first time, military service was open to LGBT individuals. In 2015 the U.S. Supreme Court found that the Constitution guarantees the right to same-sex marriage.

Another group that has had to

campaign for their rights are Americans with disabilities, a group that includes more than 56.7 million people. For decades, disability rights activists have struggled to gain the civil rights granted to other groups.

The most significant legislation protecting the rights of people with disabilities was the **Americans with Disabilities Act (ADA)**, signed by President George H. W. Bush in 1990. The ADA addresses the rights of people with disabilities in employment, public services, public accommodations, and telecommunications. The act outlawed discrimination and required state and local government, public transportation, and businesses to be made accessible to Americans with disabilities.

The ADA has improved opportunities for people with disabilities, but their struggle is not over. Finding rewarding work is still a challenge for many.

Students are another group concerned about their civil rights. In recent years, students have been punished or suspended for comments made about classes, teachers, or other students online. The Supreme Court ruled that disruptive or indecent speech by students is not a right protected by the Constitution but upheld students' rights to expression and privacy. Most recent cases have addressed the issue of students' online activity and whether schools have the right to monitor activity that takes place away from school grounds. Such debates will likely become more common.

As debates over immigration have heated up in recent years, some groups have begun campaigns to protect the civil rights of recent arrivals to the country. In 1980 Congress passed the Refugee Act, which made it easier for immigrants fleeing political turmoil or violence to settle in the country. By the

Lesson 6, *continued*

mid-1990s, however, the government had imposed new restrictions on immigration. The Immigration Reform and Control Act of 1986, for example, required that all immigrants seeking jobs prove their immigration status. More recently, some states have passed laws that allow officials to question anyone suspected of being in the country illegally, requiring them to present papers on demand. Civil rights advocates point to this requirement

as a violation of immigrants' rights as Americans. The debate over reform is likely to last many years.

3. In addition to racial or ethnic minorities and women, which groups have worked to secure the protection of their rights under law?

As you read, identify the civil rights victories and ongoing concerns of each group.

1. African Americans	2. Hispanic Americans	3. Native Americans
4. Asian Americans	5. Women	6. The LGBT community
7. Americans with disabilities	8. Students	9. Immigrants