

U.S. History
(18.1) Fighting Segregation
Guided Notes #1



Name _____ Period _____



For Harry and Eliza Briggs, it was bad enough that their child had to attend a _____ school in their South Carolina community. But when the school board _____ a request for school bus transportation they had had enough. Harry and Eliza Briggs joined 18 other parents in a _____ challenge aimed at ending segregation of the local schools. With the help of the _____, they filed *Briggs v. Elliott* in 1950. Harry and Eliza Briggs _____ dearly for their actions. Soon, it was joined together with four other cases, including a case from Topeka, Kansas, for argument before the _____ of the United States. The Briggs played a key role in launching the modern _____ movement in the United States. _____ ended after the Civil War, and formerly enslaved people enjoyed some rights for a time during Reconstruction. In the late 1800s, legalized _____ returned to the South. Supported by the Supreme Court's 1896 _____, the segregation of African Americans and whites was the law of the land in much of the United States in the early 1900s. In the late 1800s and early 1900s, a new group of champions joined the battle for _____. They included Booker T. Washington and _____. Du Bois of course founded the National Association for the Advancement of Colored People, or _____. In the decades ahead, it would be a powerful voice in struggle to improve the _____ rights of African Americans. The NAACP also fought to bring an end to racial _____. The _____ of the 1930s presented new challenges to African Americans. President Roosevelt's _____ helped win him the support of many African American voters. First Lady Eleanor Roosevelt was a staunch _____ of civil rights. There were some civil rights _____ in the 1940s. For example, during World War II, _____ managed to force a federal ban against discrimination in defense-related work. Another key development in the 1940s was the founding of the Congress of Racial Equality, or _____. This organization was dedicated to _____ protest. The end of the 1940s saw several key _____ in the march toward greater civil rights. One was President Truman's order to _____ the armed forces. In 1947 the Brooklyn Dodgers became the first Major League _____ team to put an African American on its roster. Millions admired _____ for his great skills as an athlete. Robinson bore with _____ and dignity the pressure of being an individual so many people wanted to see succeed—and so many others expected to see fail. While Randolph, Robinson and others worked to bring change to America society, the NAACP continued its strategy of attacking racism through the _____. In the 1930s Charles Hamilton Houston began an NAACP campaign to attack the concept of "_____". Houston chose to focus on segregation in _____. One of his former students, _____, soon joined him. Marshall had been once denied admission to the University of Maryland law school because of his _____. Under Houston and Marshall, NAACP lawyers began to chip away at the 1896 Supreme Court ruling in *Plessy v. Ferguson*, which served as the legal basis of _____. In 1950 the Supreme Court ruled in _____ that the separate law school for African Americans at the University of Texas was inferior to the one for whites. The NAACP's early success had focused on _____ schools, which affected only a small number of people around the country. In the 1950s Marshall began focusing on the nation's elementary and _____. To press its cause, the _____ needed a case. It found one in _____, with Harry and Eliza Briggs. NAACP lawyers found another one in the case of _____, in Topeka, Kansas. In both the *Briggs* and *Brown* cases, the lower courts _____ the practice of segregation. Yet these _____ did not stop Marshall and the NAACP. In fact, they provided an opportunity to bring the issue of school segregation to the _____. The Court _____ the cases and several others from around the country into a single case. It was known as _____. The Supreme Court was aware of the case's great _____. It heard arguments over a _____ period. The Court also considered _____ about segregation's effects on African American children. In 1954 Chief Justice _____ issued the Supreme Court's decision. All nine justices agreed that separate schools for African Americans and whites _____ the Constitution's guarantee of equal protection of the law. At the time of the *Brown* decision, _____ states had schools that were segregated by law. The Supreme Court's ruling declared segregation _____, but it offered no firm guidance about how or when desegregation should occur. Some state quickly prepared to _____ their schools. In other states, however, there was strong _____. In Virginia, for example, the legislature passed laws forcing the closure of any school planning to _____. _____, Arkansas, was another trouble spot. In 1957 Governor Orval Faibus _____ a federal court order to integrate Little Rock's

Central High School. Just before the school year was to start, he ordered the Arkansas _____ to keep them out. On September 4, 1957, a crowd of angry whites _____ the black students as they arrived for the first day of school. When they reached the door, the _____ turned them away. The Guard made no effort to _____ them from the hostile crowd, who spat at them and tore their clothing. For nearly three weeks the Guard prevented the African American students, now known as the _____, from entering the school. Meanwhile, President _____ tried to persuade Faubus to back down. Finally, on September 24, Eisenhower went on national television to announce that he was sending federal _____ to end the standoff. The next day, protected by U.S. soldiers with fixed bayonets, the Little Rock Nine _____ Central High School. For the rest of the school year, the African American students endured great _____. The events in Little Rock revealed to many Americans just how strong _____ was in some parts of the nation. Elsewhere in the South, a great variety of other public places and facilities remained _____. One example of these segregated public facilities was the _____ system in Montgomery, Alabama. African American _____, who made up two-thirds of bus passengers, had to pay their fare at the front of the bus, leave the bus, then enter again through the rear doors. They were _____ from sitting in the front rows, which were reserved for white passengers. _____ a row with a white passenger was not allowed. It was not until _____ that decisive action was taken, however. In that year, a local NAACP member named _____ boarded a Montgomery bus after a day of work. She sat in the section _____ for African Americans. The _____ section soon filled, however. Parks was _____ to give up her seat and make her row available to white riders. She refused and was _____. The _____ recognized the opportunity Park's arrest presented. With her cooperation, the organization called for a one-day _____ of the city bus system. Some _____ percent of African American riders stayed off the buses that day. This response convinced community leaders to continue the _____. To lead this effort, they _____ the Montgomery Improvement Association. The group selected as its leader a young minister of a local Baptist church named _____. The boycott created _____ for Montgomery's African Americans. _____ harassed African Americans who took part in the boycott. King and other African American leaders became targets of violent _____. As the boycott continued, court challenges to _____ of city buses also moved forward. The _____ finally ruled on the subject in late 1956. The Court held that segregation on buses was _____. Integration of the _____ moved forward. There were some tense moments, including threats of _____ against buses and local African American leaders. _____ buses became a fact of life in Montgomery and elsewhere. The success of the Montgomery bus boycott _____ African Americans elsewhere. In communities across the South, groups _____ boycotts of their own. In January 1957, _____ of the Montgomery Improvement Association and several other groups met in Atlanta, Georgia. The goal was to form a new group that would organize _____ activities taking place all across the region. This group became known as the Southern Christian Leadership Conference, or _____. _____ the leader of the successful Montgomery boycott, was elected leader of the SCLC. As its name suggests, the _____ was heavily influenced by the Christian faith. Many of its members, such as King, were members of the _____. However, the SCLC was _____ to people of all races and faiths. At its heart was a commitment to mass, _____ action.

